DOCUMENT RESUME

ED 232 328 EC 152 595

AUTHOR	Kagan, Arleen
TITLE	Project: "Teach 'n' Reach" Physically Handicapped: Physical and Health Impaired, Visually Impaired. (Book 4 out of 4.)
INSTITUTION	LaMesa - Spring Valley School District, Calif.
SPONS AGENCY	California State Dept. of Education, Sacramento.
PUB DATE	81
NOTE	340p.; For related documents, see EC 152 591-594.
AVAILABLE FROM	La Mesa-Spring Valley School District, Special Programs Dept., 4750 Date Ave., La Mesa, CA 92041 ($6.00 teacher's guide, $62.00 for 4 curriculum guides).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Accessibility (for Disabled); Braille; Elementary Secondary Education; Equipment; Etiology; *Physical Disabilities; *Special Health Problems; *Student Attitudes; *Visual Impairments; Visually Handicapped Mobility

ABSTRACT

The final volume (the fifth in the series and the fourth curriculum guide) in Project Teach 'n' Reach, a program designed to teach nondisabled students about disabilities, focuses on physical disabilities. Information on goals, performance objectives, and activity procedures are presented for topics dealing with physical and health impairments, including equipment, barriers, epilepsy, muscles, multiple sclerosis, cerebral palsy, spinal cord injury, cancer, heart conditions, asthma, and ways to increase student awareness about the physical and health impaired. The unit on visual impairments covers anatomical issues, eye care, etiology of impairments, partial vision, architectural barriers, mobility equipment, braille, adaptations, and ways to increase student awareness about the visually impaired. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED232328

(Book 4 out of 4)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PROJECT:

"TEACH 'N' REACH"

PHYSICALLY HANDICAPPED

- PHYSICAL AND HEALTH IMPAIRED
- VISUALLY IMPAIRED

Arleen Kagan - Project Leader

An Exemplary Project Funded By The State Department Of Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Albert W Lasz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ESEA Title IV-C
Copyright (C) La Mesa-Spring Valley School District
4750 Date Avenue, La Mesa, CA
All Rights Reserved, 1981
First Printing, 1980
Second Printing, 1981

EC154595

ACKNOWLEDGMENT

The credit and success of project "Teach 'n' Reach" is due to the advice and contributions of many skilled, enthusiastic individuals. It is with grateful appreciation that they are acknowledged.

CURRICULUM CONSULTANTS

Debbie Bleck
Helen Elias
Marlowe Fischer
Jonnie Gookin
Greer Grant
Arleen Kagan
Sandi Le Duc
Darlene Montgomery
Shirley Panish
Laurie Pfab
Sandy Schulz
Pat Trenholm

PROJECT SCHOOLS

MARYLAND AVENUE

Vicki Hamilton
Shirley Panish
Sherry Simpson
Joanne Sundblad

FLETCHER HILLS

Carrie Hood

CASA DE ORO

Arlene Croucher
Jonnie Gookin
Marge Lawrence
Shirley Peace
Laurie Pfab

BRIER PATCH

Joyce Bartos
Richard Palmore
Marcie Robinson

MURRAY MANOR

Darlene Montgomery
Jack Reed
Skip Richards

TECHNICAL STAFF

SECRETARY/TYPIST

Kathy Hall
Lynne Smith

ILLUSTRATIONS

Debbie Raymo
Lynne Smith

EDITING

Arleen Kagan
Diane Miller
Cindy Strangman

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENT	ii
CROSS REFERENCE	v
INSTRUCTIONAL UNITS	
PHYSICALLY HANDICAPPED	
PHYSICAL AND HEALTH IMPAIRED	
Introduction	2-3
Quiz Questions	4-5
General Information on Disabilities	6-7
A Symbol to Identify the Disabled	8-14
Equipment Used by the Disabled	15-16
Barriers faced by the Disabled	17-21
Anatomical Structures of the Brain	22-29
Epilepsy	30-32
Muscles	33-42
Muscular Dystrophy	43-45
Multiple Sclerosis	46-47
Central Nervous System	48-52
Cerebral Palsy	53-66
Spinal Cord Injury	67-69
Skeletal System	70-80
Arthritis	81-83
Dwarfism	84-86
Missing Limbs	87-90
Cancer	91-92
Heart Conditions	93-103
Asthma	104-112
Increase Student Awareness About the Physical and Health Impaired	113-116
VISUALLY IMPAIRED	
Introduction	118
Quiz Questions	119-120

(continued)

TABLE OF CONTENTS, continued

PAGE

VISUALLY IMPAIRED, continued

Anatomical Structures of the Eye 121-127
Care of the Eye. 128-129
Causes of Visual Impairment. 130-132
Visual Assessment Tools Used in Schools. 133-135
Using Our Five Senses. 136-144
Partially Sighted. 145-149
Architectural Barriers 150-153
Equipment Used for Mobility. 154-156
Braille. 157-163
Adaptions Made for the Visually Impaired 164-167
Increase Student Awareness About the Visually Impaired 168-171

La Mesa-Spring Valley School District
Special Programs Department

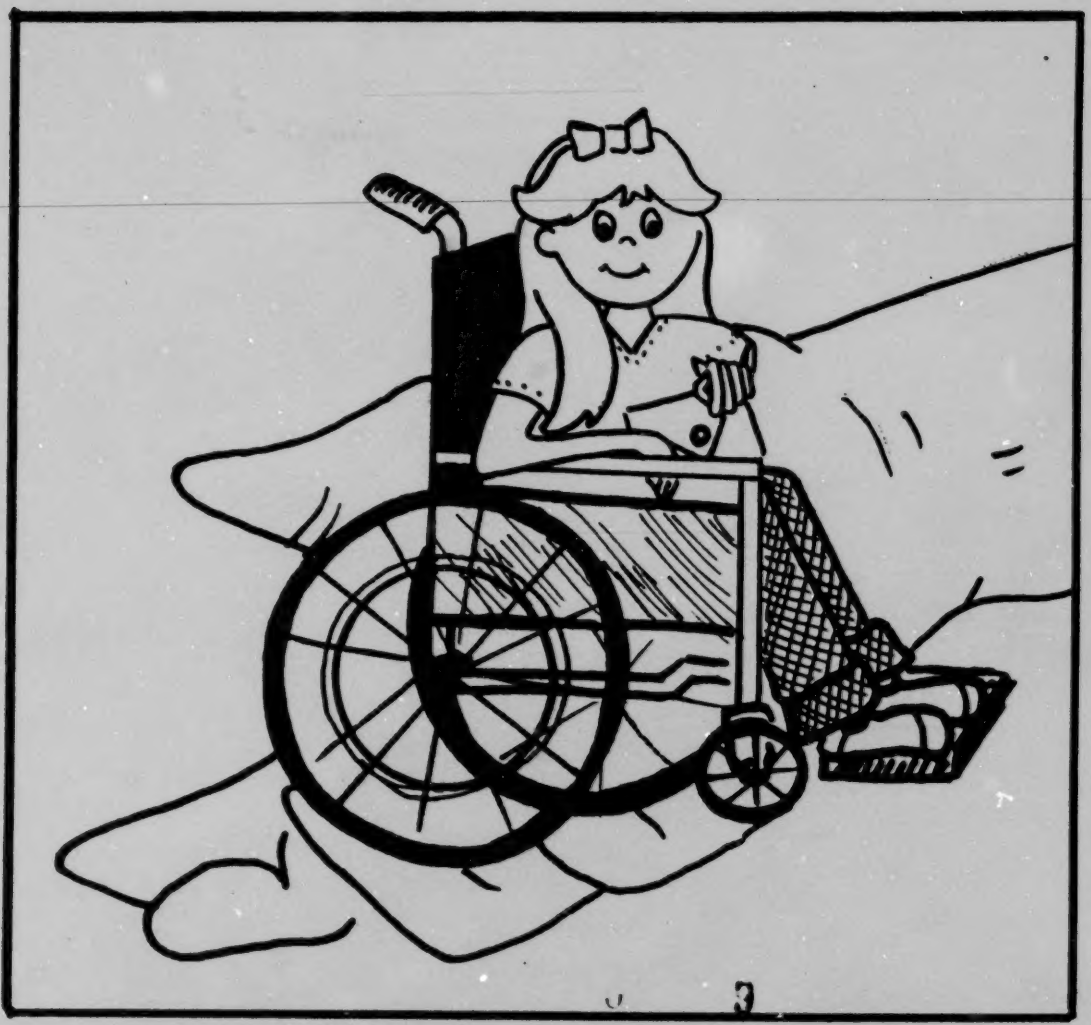
ESEA Title IV-C "Teach 'n' Reach"

CROSS REFERENCE CURRICULUM INDEX

PHYSICALLY HANDICAPPED

	PHYSICAL AND HEALTH IMPAIRED	VISUALLY IMPAIRED
Affective Domain	8 - 32 - 59 - 88 - 116	133 - 136 - 139 - 142 - 150 - 154 - 156 - 157 - 164 - 171
Art	8 - 113	133 - 145 - 155
Health	6 - 30 - 43 - 53 - 67 - 81 - 84 - 87 - 91 - 93 - 104	128 - 131
Language	7 - 17 - 32 - 113	150 - 168
Math		
Social Science	6 - 22 - 33 - 48 - 62 - 70 - 91 - 93	121 - 130 - 136 - 139 - 145

PHYSICAL AND HEALTH IMPAIRED



La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

PHYSICAL AND HEALTH IMPAIRED

Today there are over 300,000 physically impaired, and more than 3,000,000 health impaired elementary school-aged children in the United States.

With all the various types of disabilities that there are, every individual has probably been touched in some way by a physically or health impaired individual. Although educators have been apprehensive about disabled children entering the regular classroom, the physically and health impaired child, unless extremely disabled, has always been mainstreamed.

A child shall be identified as physically disabled if his/her condition prohibits or impedes normal development and/or use of gross or fine motor abilities. The disability can range from a slight loss of coordination to a severe handicap in which an individual is essentially unable to move any body part in a normal fashion, or has a deformed or missing limb.

A physical disability may be the result of a congenital malformation, disease, neurological disorder or an accident. Disabilities include, but are not limited to muscular dystrophy, dwarfism, muscle disease, spinal cord injury, arthritis, cerebral palsy, and missing or deformed limbs.

(continued)

ESEA Title IV-C "Teach 'n' Reach"

PHYSICAL AND HEALTH IMPAIRED

A health impairment refers to illness of a chronic nature and/or with a prolonged convalescence which includes, but is not limited to, epilepsy, cancer, asthma, cardiac conditions and diabetes.

Developing the skills to handle reactions and questions proposed by the regular student, when exposed to the diversity of impairments, is a challenge. An educational environment where questions are asked, fears expressed, information shared and understanding developed will help to eliminate the stereotypes and myths children have conceived and will help children to develop positive attitudes toward physically or health impaired individuals.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

QUIZ QUESTIONS - PHYSICAL AND HEALTH IMPAIRED

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. Arteries carry blood away from the heart . . . . . TRUE FALSE

2. Muscular dystrophy is caused by brain injury . . . . . TRUE FALSE

3. Wheelchairs, braces and triceps are equipment used by the physically disabled. . . TRUE FALSE

4. Phalanges are a common cause of cancer . . . . . TRUE FALSE

5. Cerebral palsy is a disease. . . . . TRUE FALSE

6. Most epileptics can take medication to control their seizures. . . . . TRUE FALSE

7. Some quadraplegics still have arm movement . . . . . TRUE FALSE

8. A prosthesis is used by those who have multiple sclerosis. . . . . TRUE FALSE

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

QUIZ QUESTIONS - PHYSICAL AND HEALTH IMPAIRED

Upon completion of an eight week implementation of project "Teach 'n' Reach" unit, students will correctly answer 80% of the following questions.

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. Arteries carry blood away from the heart . . . . . (TRUE) FALSE
2. Muscular dystrophy is caused by brain injury . . . . . TRUE (FALSE)
3. Wheelchairs, braces and triceps are equipment used by the physically disabled. . . . TRUE (FALSE)
4. Phalanges are a common cause of cancer . . . . . TRUE (FALSE)
5. Cerebral palsy is a disease. . . . . TRUE (FALSE)
6. Mose epileptics can take medication to control their seizures. . . . . (TRUE) FALSE
7. Some quadraplegics still have arm movement . . . . . (TRUE) FALSE
8. A prosthesis is used by those who have multiple sclerosis. . . . . TRUE (FALSE)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge about various types of health impairments, orthopedic and physical disabilities.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three disabilities.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Teacher leads a classroom discussion about different types of disabilities. Those suggested are: 1. Health a. Cancer b. Epilepsy c. Diabetes d. Asthma e. Cardiac Condition 2. Physical Disabilities a. Arthritis b. Cerebral Palsy c. Missing Limbs d. Dwarfism e. Muscle Disease f. Spinal Cord Injury 3. Mental Deficiency a. Mental Retardation		San Diego Speech, Hearing and Neuro-sensory Center, 8001 Frost St., San Diego, CA 92123 San Diego Association for the Retarded, 2910 Main St., Lemon Grove, CA 92045 Cancer Society, 1405 5th Avenue, San Diego, CA 92101 Muscular Dystrophy Association, 1927 4th Avenue, San Diego, CA 92101 San Diego Service Center for the Blind, 5922 El Cajon Blvd., San Diego, CA 92115	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued 4. Visual Impairment a. Blind b. Partially Sighted 5. Hearing Impaired a. Deaf b. Hard of Hearing B. Students select one of the above disabilities on which to write a report. C. Students write a letter to an agency asking questions about the disability.		Community Service Center for the Disabled, 1295 University Ave., San Diego, CA 92103 Deaf Community Services, 601 Market, San Diego, CA 92101 Cerebral Palsy Center, 7947 Birmingham Dr., San Diego, CA 92123 Epilepsy Society of San Diego, 1612 30th St., San Diego, CA 92104

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of the symbol that identifies the physically disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will recognize the symbol that is identified with the physically disabled.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Teacher begins class discussion about signs and symbols found throughout the community, their purpose and use. *See prepared worksheets pp 9 - 12.*	Filmstrips - Like You, Like Me "Why Me" "I Can Do It"	Cerebral Palsy Center, 7947 Birmingham Dr., San Diego, CA 92123	
B. Teacher begins class discussion about the specific sign used for the physically handicapped, its purpose and use. 1. Students will identify places in the community where they think the sign should be found.	Filmstrip - Hello Everybody, Part 3	Community Service Center for the Disabled, 4607 Park Blvd., San Diego, CA 92116	
C. During the week students will record places where they go and if they see spaces for the physically disabled. *See prepared worksheet p 13.*			
D. Using blue paper and white chalk students will attempt to make their own symbol poster. *See prepared worksheet p 14.*	Blue Paper White Chalk		

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

IMPORTANT SIGNS - Draw a sign to show:

PHYSICALLY DISABLED	STOP	BIKE LANE
SIGNAL	TELEPHONE	YIELD
NO U TURN	CHILDREN CROSSING	MERGING

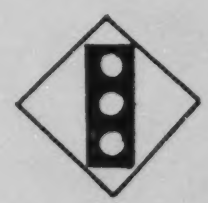
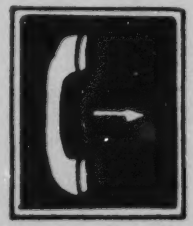
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

IMPORTANT SIGNS - Draw a sign to say:

PHYSICALLY DISABLED	STOP	BIKE LANE
SIGNAL 	TELEPHONE 	YIELD
NO U TURN	CHILDREN CROSSING	MERGING

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

CROSSWORD PUZZLE

ACROSS

1.

4.

5.

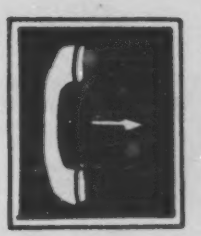
7.

8.

DOWN

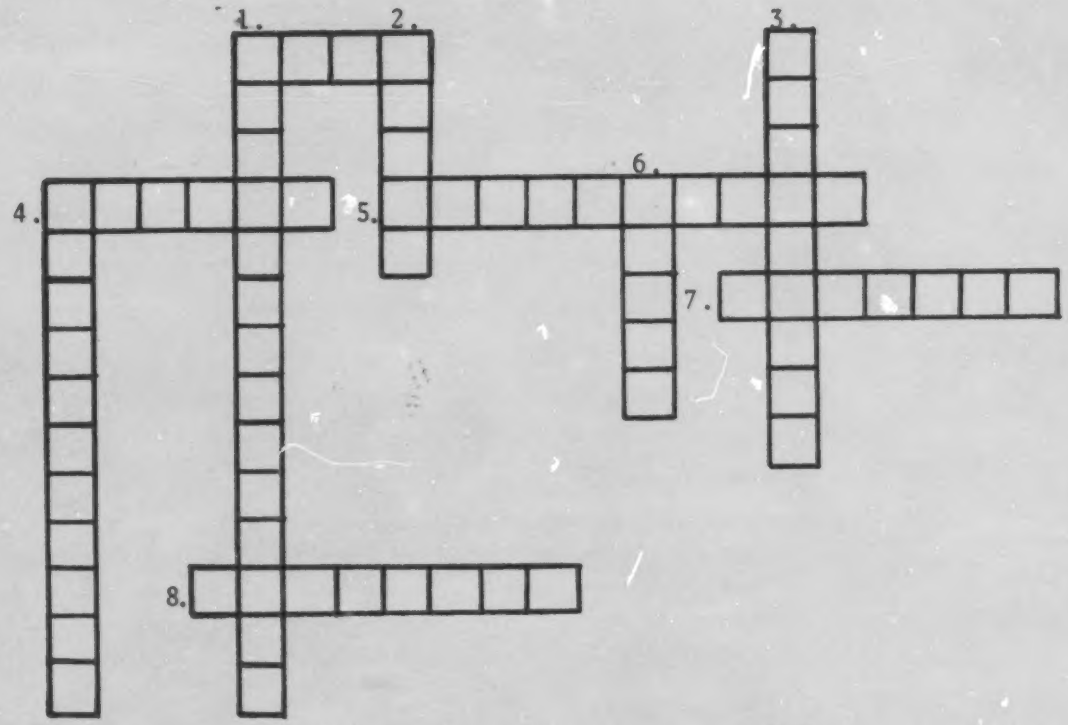
1.

4.

2. 

6.

3.



26

Taken from ESEA Title IV-C Project WORTH

27

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

CROSSWORD PUZZLE

ACROSS

1.

4.

5.

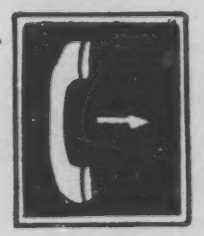
7.

8.

DOWN

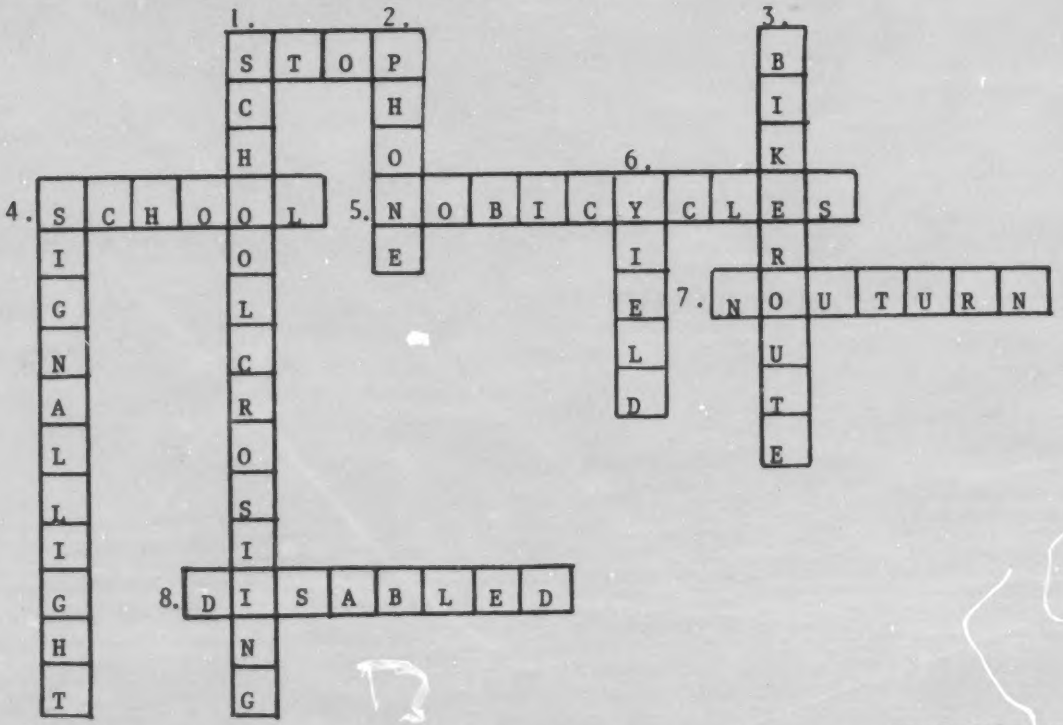
1.

4.

2. 

6.

3.



28

Taken from ESEA Title IV-C Project WORTH

TEACHER'S COPY

29

12

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

1. What color are handicapped parking places painted? _____

2. Draw the symbol for handicapped parking.

3. Does your school have a space for handicapped parking? _____

4. During the week, list as many places as you can that have handicapped parking. Also list the places that do not.

YES

NO

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

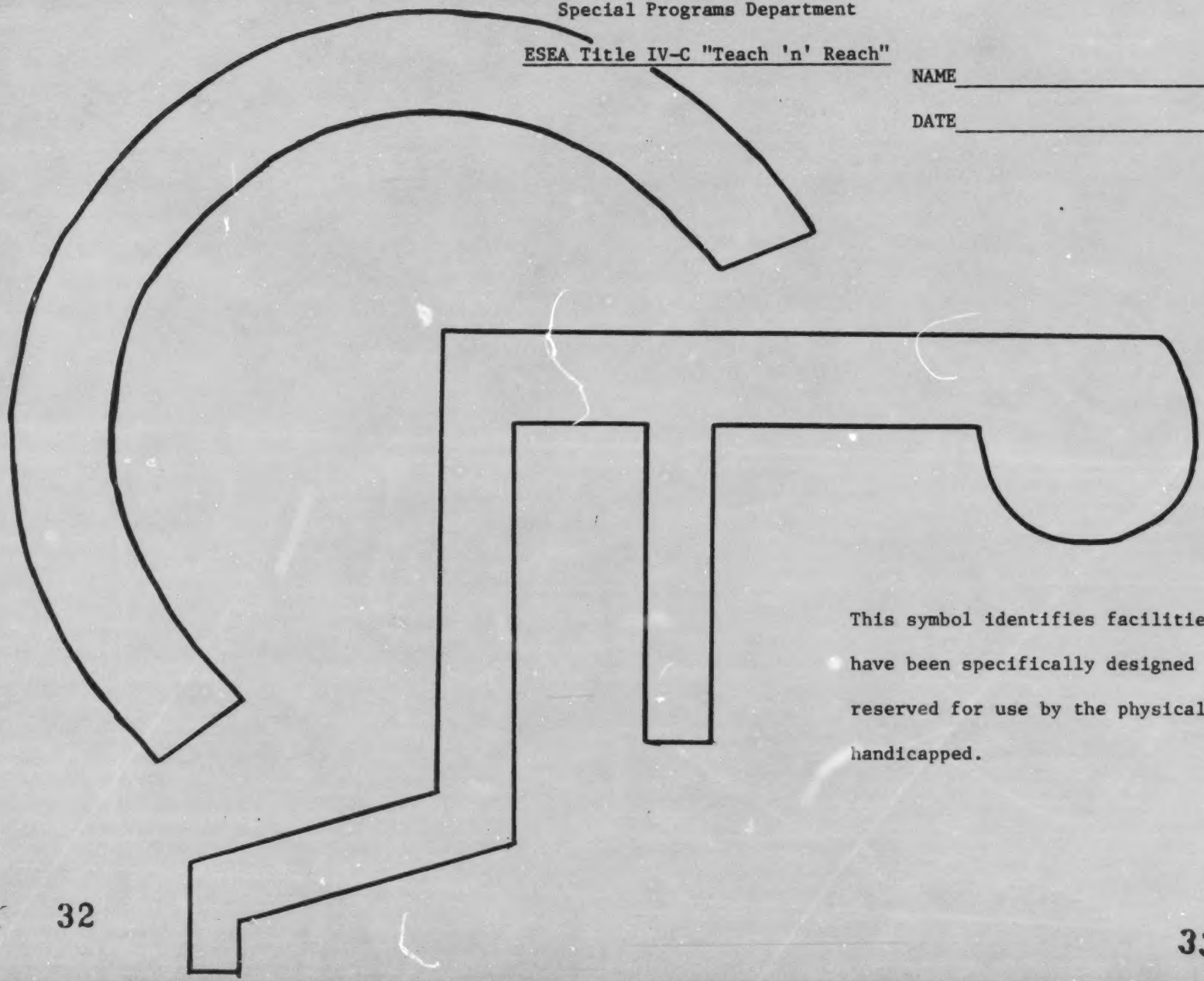
_____ _____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____



This symbol identifies facilities which have been specifically designed and reserved for use by the physically handicapped.

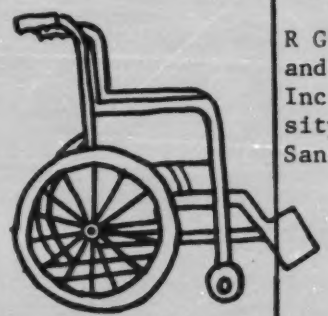
La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge about equipment available for the physically disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three pieces of equipment used by the physically disabled.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher will demonstrate and explain equipment used by the physically disabled. Those suggested are: 1. Helmets 2. Walkers 3. Braces 4. Crawlers 5. Canes 6. Crutches 7. Wheelchairs 8. Prosthesis B. Class discusses questions about the difference in equipment and why a crawler might be used instead of a walker, a helmet instead of a brace, or a cane instead of crutches. C. Have students experience balance problems by having teacher spin student around with his/her eyes closed. (continued)	Helmets Walkers Braces Crawlers Canes Crutches Wheelchair 	Barnes, E., What's the Difference? Human Policy Press, Syracuse, NY. 1978. Community Service Center for the Disabled, 1295 University Ave., San Diego, CA 92103 United Cerebral Palsy, 7947 Birmingham Dr., San Diego, CA 92123 R G P Prosthetics and Orthotics Co., Inc. 6147 University Avenue, San Diego, CA 92115

NOTES

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. continued Have student open eyes and immediately walk on a strip of masking tape placed on the floor. D. Have students use walkers, helmet and other equipment. Have students repeat spinning excercise trying again to walk on taped line with the help of the equipment. E. Students take turns using a wheelchair. 1. Students should attempt to move forward, backward, and in a circle. 2. Students should attempt to open a door and pick an object up off the floor. F. In small, paired groups, students will attempt to move around the school. 1. One rides in the wheelchair while the other assists.	Filmstrip - Like You, Like Me - "Why Me?" Master Kit, What If You Couldn't? Selective Education Equipment, Inc. Cohen, S. Accepting Individual Differences-Motor Impairment, Developmental Learning Materials.	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
F. continued 2. The students will identify the various obstacles or places that are not accessible to a person in a wheelchair. Example: a. Doorways b. Stairs c. Restrooms d. Drinking fountains *See prepared worksheets pp 18 - 21.* G. Select several students each to wear a different piece of equipment for a minimum of one hour. Class discussion at the end of the day might include such questions as: 1. Were you embarrassed? 2. Did people laugh at you? 3. Was the equipment heavy? 4. What obstacles did you run into?		

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

List three obstacles in these environments.

HOME	SCHOOL	COMMUNITY

What are some suggestions you can make to make it easier for a person with a physical disability?

1. Close cupboard doors.
2. Put all toys (roller skates) out of walkways.
3.
4.
5.
6.
7.
8.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

BARRIERS CHECKLIST

A barrier is something that makes it very difficult or impossible for a disabled person to get into or around in their environment. Is your school barrier free? Use this checklist to find out. If your school does not do very well on the checklist, don't be too suprised. Most buildings have barriers, but barriers can be changed.

	Barrier - Free	
	Yes	No
Are the door knobs of all main doors 3 feet from the ground so that people in wheelchairs can reach them?	____	____
Do the hallways have handrails to help people walk? Not having handrails is a barrier for some people.	____	____
Parking Spaces:		
1. Are there parking spaces reserved for disabled people?	____	____
2. Are they near the entrance of the building?	____	____
3. Are they 12 feet wide?	____	____
4. Are there at least 2 out of every 100 spaces reserved for people who have disabilities?	____	____
Are there curb cuts so that people in wheelchairs, or people with baby carriages or shopping carts can pass easily?	____	____

42 (continued) 43

	Barrier - Free	
	Yes	No
If your school has more than one floor, does it have an elevator? (Skip this question if your school is one floor.)	____	____
Are the doorways to all bathrooms at least 33 inches wide?	____	____
Are your sinks low enough? Get a chair and see if you can reach the sink while you're sitting in the chair. If not, then the sinks will probably be unusable for people in wheelchairs.	____	____
Are the telephones in the building accessible? Use the same test as for the sinks. How many inches should they be lowered?	____	____
Are the fire alarms low enough for people in wheelchairs?	____	____
Are there grab bars in the bathroom stalls so that people can lift themselves from a wheelchair to the toilet and back again?	____	____
Are the windows 24 inches or 28 inches from the floor so that short people and people in wheelchairs can see out?	____	____

(continued)

	Barrier - Free	
	Yes	No
Are the aisles in the classroom at least 32 inches wide so that people in wheelchairs or on crutches, or with canes or walkers, can get around easily?	____	____

Count the number of Yes answers. Total Yes answers: _____

Count the number of No answers. Total No answers: _____

Here is how to figure out whether your school gets a passing grade or not:

$$\frac{\text{Multiply Number of Yes Answers} \times 100}{15} = \text{\_\_\_\_\_}\%$$

70% is a passing score.

Barnes, E. What's the Difference? Syracuse, NY: Human Policy Press, 1978.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness about the brain.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three parts of the brain.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads a class discussion on the brain. 1. The cerebellum is in the small area at the base of the skull; it coordinates muscle movement and is involved with balance. 2. The human cerebrum is much larger in proportion to body size than in any other animal. a. Sight b. Hearing c. Taste d. Smell e. Memory f. Intelligence g. Movement 3. Medulla oblongata is the pathway for muscle and nerve sensations between the brain and the spinal cord. It regulates vital involuntary functions (i.e., heart, respiration). *See prepared worksheets pp 23 - 29.*	Chart - Brain and Nervous System Chart - Muscular System Model Human Head MP Gate Ways to the Mind	Barnes, E., What's the Difference? Human Policy Press, Syracuse, NY., 1978. Glemser, All About the Human Body, Random House.

48

49

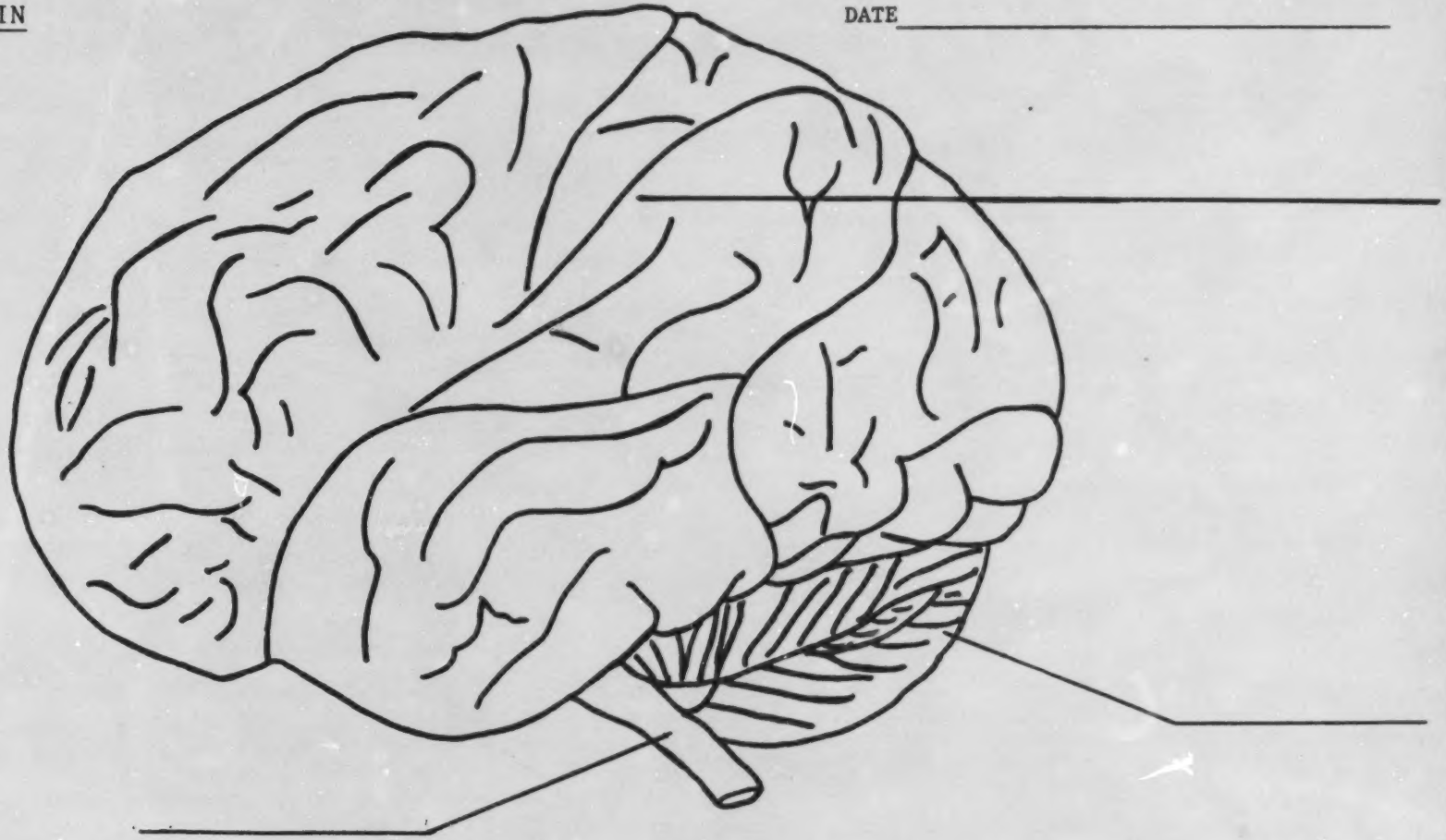
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

THE BRAIN



CEREBELLUM
- Balance

CEREBRUM
- Thinking
- Learning
- Memory
- Movement
  - Arms
  - Legs
  - Tongue
  - Lips
- Seeing
- Hearing

MEDULLA OBLONGATA
- Nerves and muscles connecting brain and the spinal cord.

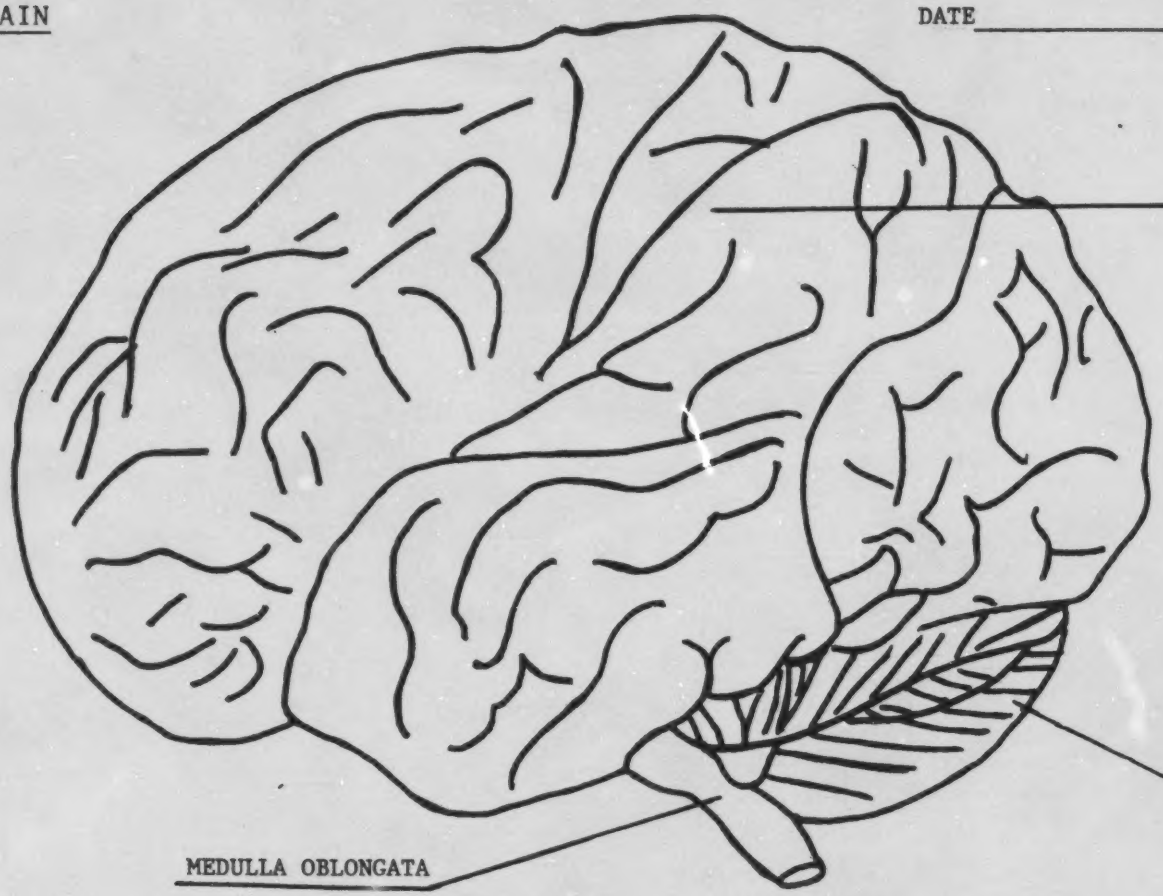
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

THE BRAIN



CEREBRUM

CEREBELLUM

MEDULLA OBLONGATA

CEREBELLUM
Balance

CEREBRUM
Thinking
Learning
Memory
Movement
Arms
Legs
Tongue
Lips
Seeing
Hearing

MEDULLA OBLONGATA
Nerves and muscles connecting brain and the spinal cord.

TEACHER'S COPY

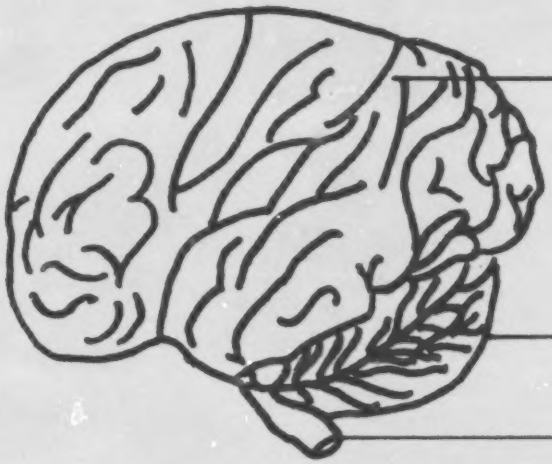
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

WORKSHEET ON THREE MAIN PARTS OF THE BRAIN

DATE _____



_____

_____

_____

I. Name the part of the brain that controls balance. _____

II. Name the part of the brain that connects the spinal cord to the brain. _____

III. The third part of the brain controls six other functions. Name at least three.

1. _____ 2. _____ 3. _____

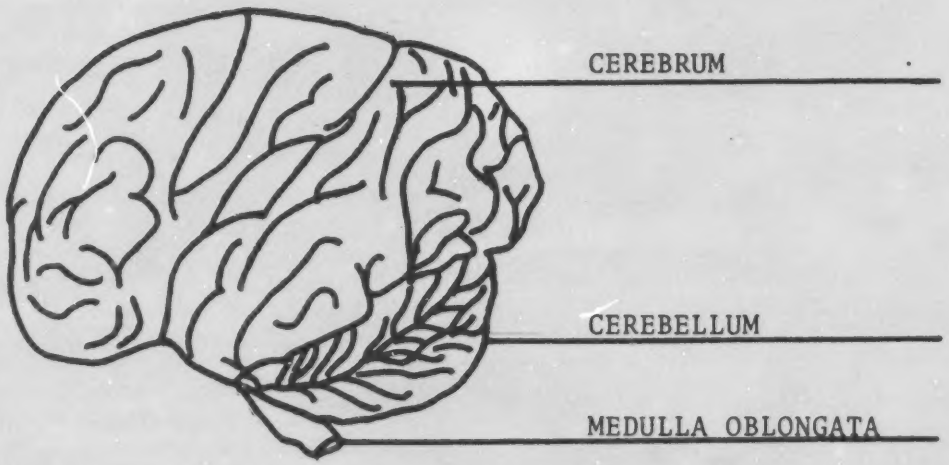
54 (4.) _____ (5.) _____ (6.) _____ 55

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



I. Name the part of the brain that controls balance. CEREBELLUM

II. Name the part of the brain that connects the spinal cord to the brain. MEDULLA OBLONGATA

III. The third part of the brain controls six other functions. Name at least three.

1. SIGHT 2. HEARING 3. TASTE

(4.) SMELL (5.) MEMORY (6.) INTELLIGENCE

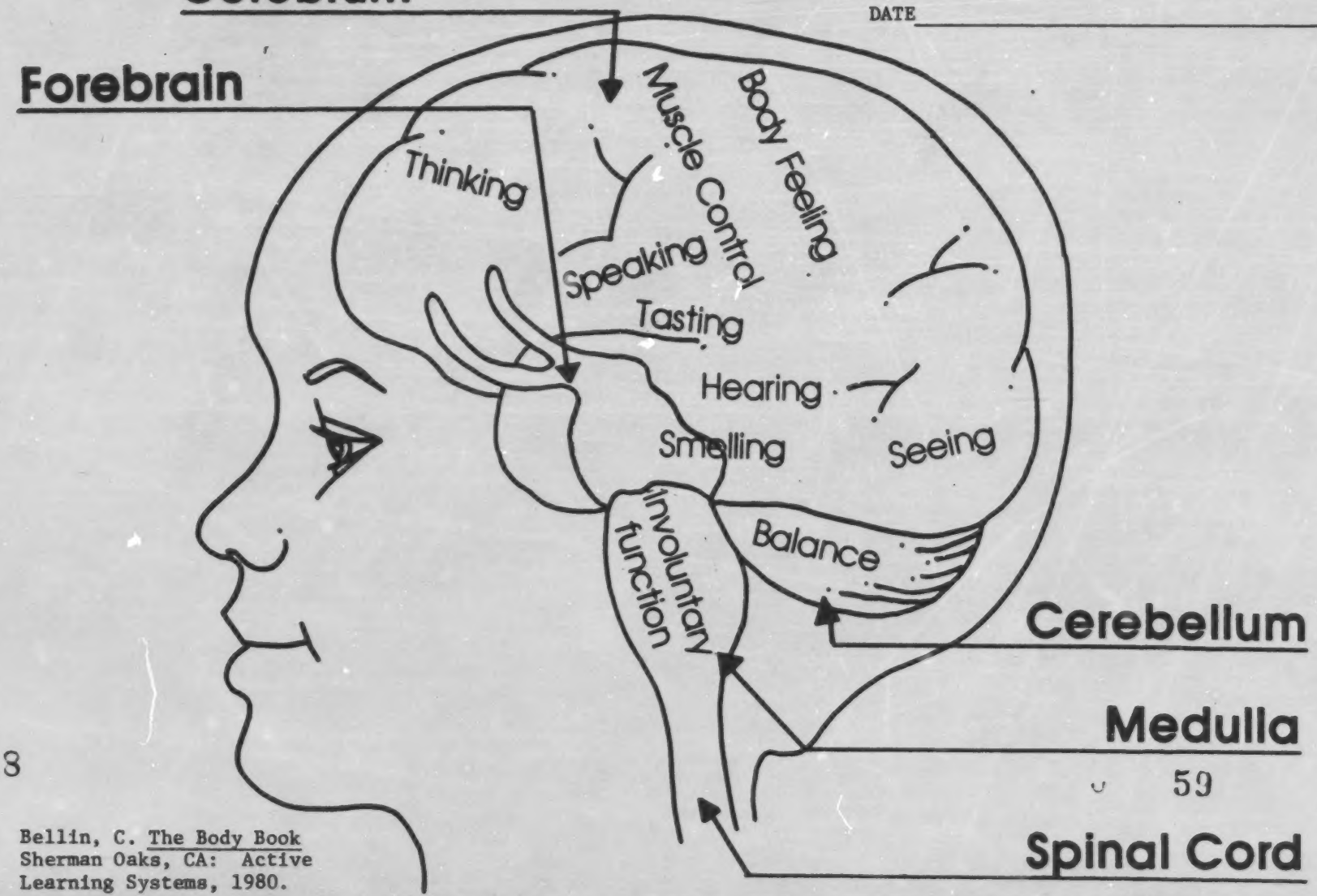
The Brain

La Mesa-Spring Valley School Dist[illegible]t
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



Bellin, C. The Body Book
Sherman Oaks, CA: Active
Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

Unmix and Match

NAME _____

DATE _____

Unscramble the words, then draw a line from each word to the correct part of the brain.

gkpaesni

BERCERMU

tnsatig

tnnhiigk

yodb neligef

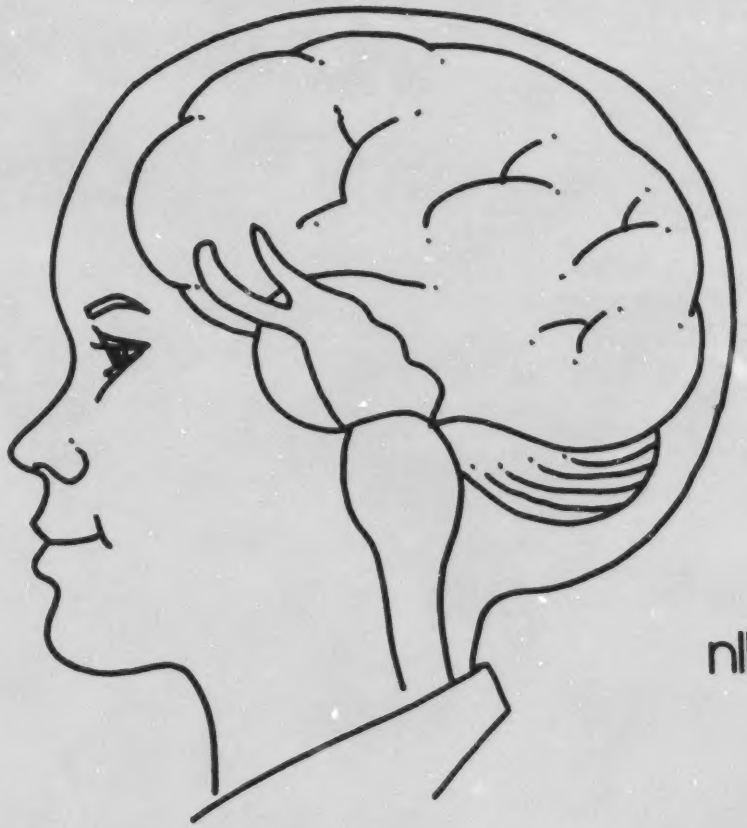
riangeh

lumsce lrncoto

llmengis

esgine

nlbacae



ENIFRROAB

MLELBERECU

ALEDUML

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

Unmix and Match

NAME _____

DATE _____

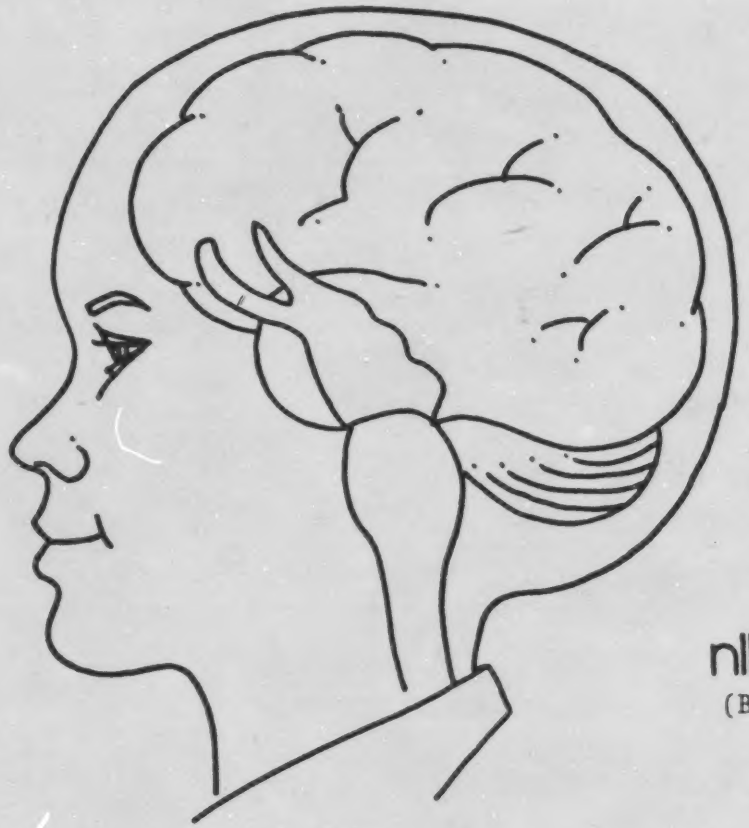
Unscramble the words, then draw a line from each word to the correct part of the brain.

BERCERMU
(CEREBRUM)

tnnhiigk
(Thinking)

riangeh
(Hearing)

llmengis
(Smelling)



gkpaesni
(Speaking)

tnsatig
(Tasting)

yodb neligef
(Body Feeling)

lumsce lrncoto
(Muscle Control)

esgine
(Seeing)

nlbacae
(Balance)

62

ENIFRROAB
(FOREBRAIN)

ALEDUML
(MEDULLA)

63

MLELBERECU
(CEREBELLUM)

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness of the health impaired - epilepsy.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to describe two types of epilepsy.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads discussion about epilepsy. 1. A chronic disorder of the nervous system in which there is periodic loss of consciousness and is sometimes accompanied by convulsions. With help of medication, most seizures can be prevented. 2. Epilepsy may be the result of: a. Brain injury b. Brain infection c. Brain tumor d. Heredity e. Chemical or physiological imbalance f. Accident However, fifty percent of those who have epilepsy do not know the cause. 3. There are three types of seizures: a. Grand Mal - loss of consciousness and convulsions. b. Petit Mal - appears to be dreaming or absent-minded for a few seconds. c. Psychomotor - restlessness, confusion, patterned movement and amnesia. (continued)	MP - Images of Epilepsy MP - Because You Are My Friend MP - Epilepsy Is.... Epilepsy Society of San Diego 1612 30th St. San Diego, CA 92104 Filmstrip - Like You, Like Me "Let's Talk It Over"	San Diego Epilepsy Society, 1612 30th Street, San Diego, CA 92102

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES (continued)	NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. The following are simulation activities designed to give students the experience of epilepsy: 1. Petit Mal Seizure - The following directions should be given to the class with 5 second pauses as indicated: a. "Class, will you please take . . . . . We will do the first . . . . . be handed in at the end of . . . . ." b. Actual directions are: "Class, will you please take (out your math books and turn to page 159.) We will do the first (ten problems under Section A. The assignment is to) be handed in at the end of (the class period)." c. Have a student tell or read a story. 1.) Instruct him that he must stop talking whenever you say "STOP" and only resume talking when you say "GO." 2.) Interrupt the child's story at several points with 5 second pauses. 2. Grand Mal Seizure -		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
2. continued a. Ask for a student volunteer to lie on the floor. b. He/she is to arch his/her back so that only his/her shoulder, elbows and heels touch the floor. c. He/she is to stiffen his/her body and remain in this position for 10 seconds. d. He/she then brings his/her body back to the floor and begins rhythmic jerking of arms, legs and body for three minutes. C. The following are suggested discussion questions: 1. What problems might a student have if he/she were epileptic? a. At home? b. With a friend? 2. Did the student on the floor look scary or silly? 3. How did the student on the floor make the others feel?		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student knowledge and awareness of muscle control and movement.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to demonstrate three activities performed by different muscles.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher should list major muscles of the arm and leg on the board. 1. Students can guess how to pronounce these words prior to the appropriate pronounciation being given. 2. Students should feel their biceps, triceps, deltoid and gastrocnemius muscle and compare them to another child's in the class. B. Class discussion should follow to determine what makes strong muscles. Example: 1. Good food 2. Exercise 3. Rest *See prepared worksheets pp - 34 - 42*	Chart Muscular System MP Muscle and Movement (iu. 10 min.)	Bookbinder, S., Mainstreaming, Exceptional Parent Press. Glemser, B., All About the Human Body, Random House.

70

71

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. Have students demonstrate use of body muscles by the following: 1. Arm wrestling 2. Broad jumping 3. Chin-ups 4. Push-ups 5. Tug of war	Cohen, Accepting Individual Differences, Developmental Learning Materials-Physically Disabled. Systems of the Human Body, Milliken Publish-Co., St. Louis, MO	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

YOUR MUSCLES

74

75

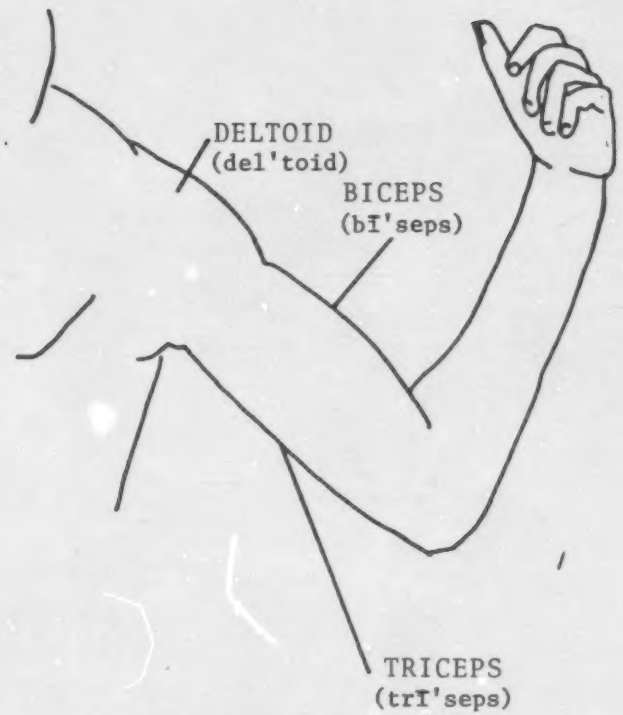
La Mesa-Spring Valley School District
Special Programs Department

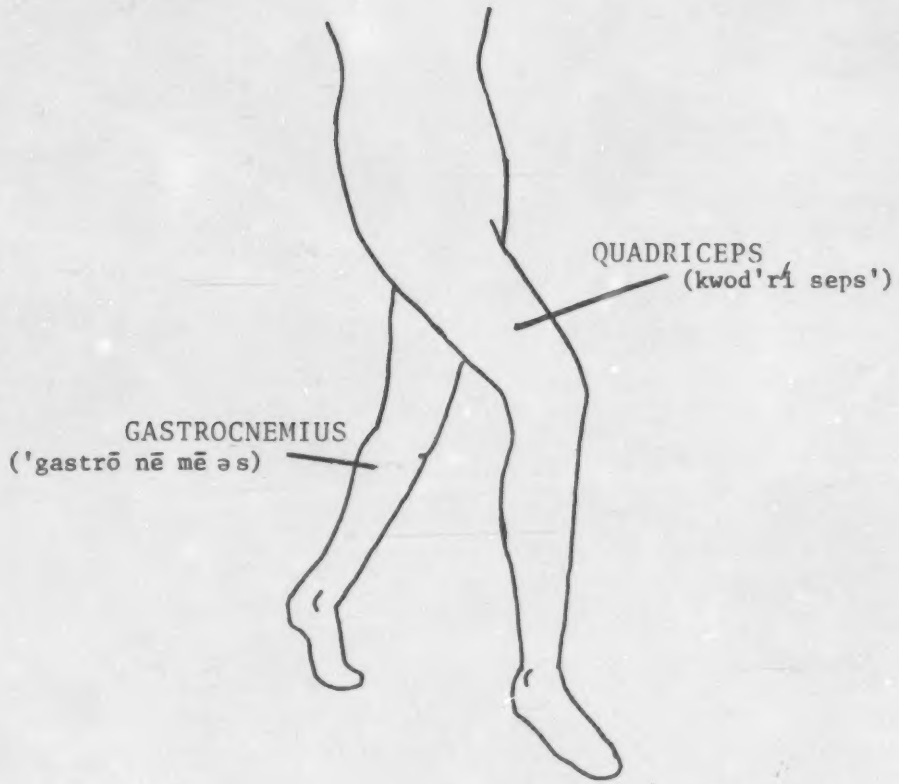
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

YOUR MUSCLES





76

77

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

List in order of difficulty the things you feel could be hardest for a person with a muscle control problem. Add some helpful suggestions of your own, such as getting up earlier to dress for school.

Dressing for school	1. _____
Brushing teeth	2. _____
Eating	3. _____
Recess or physical education at school	4. _____
Doing written work at school	5. _____
Reading	6. _____
Listening	7. _____
Walking and sitting	8. _____

SUGGESTIONS:

_____

_____

_____

_____

_____

78

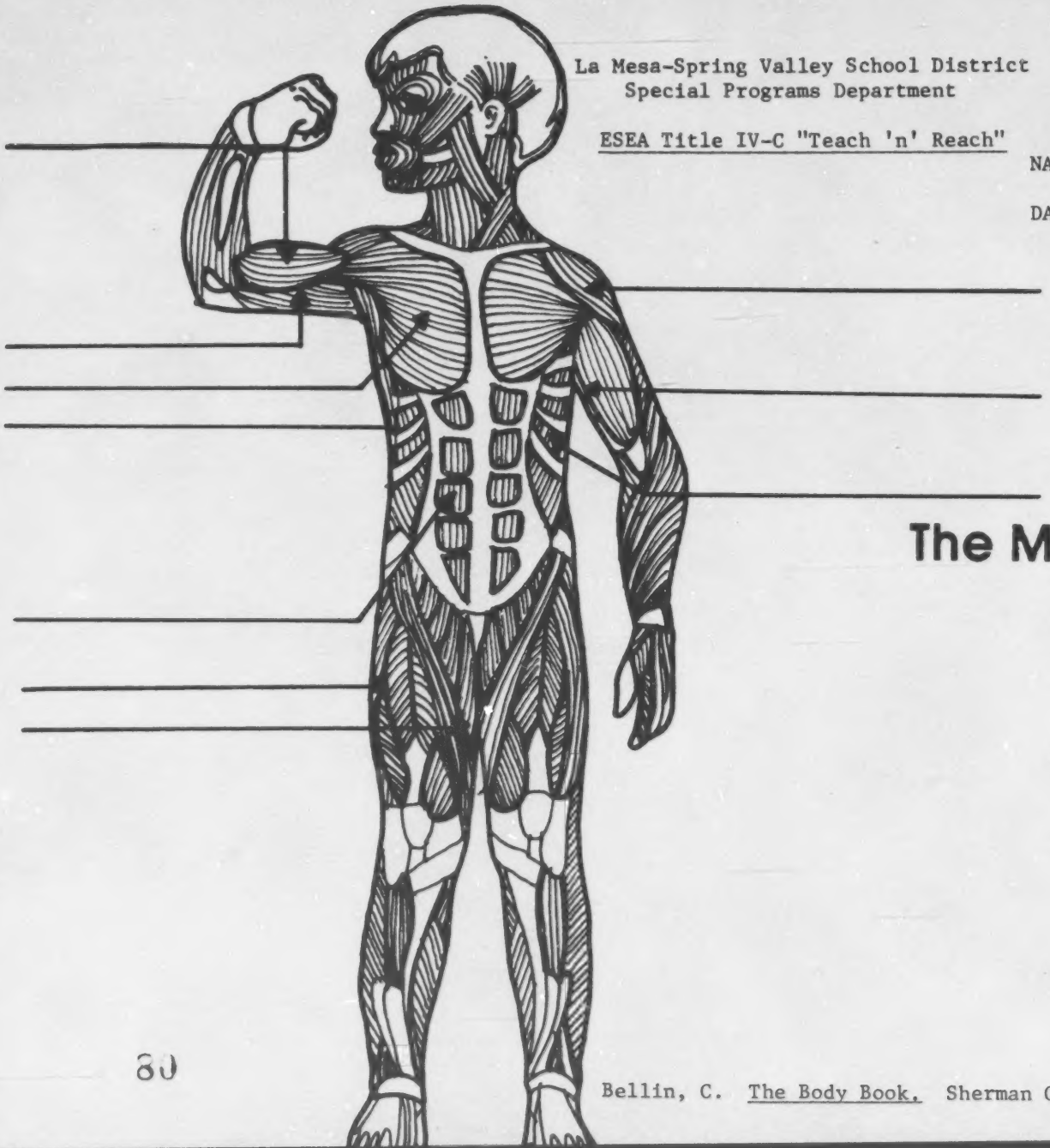
79

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



The Muscular System

80

81

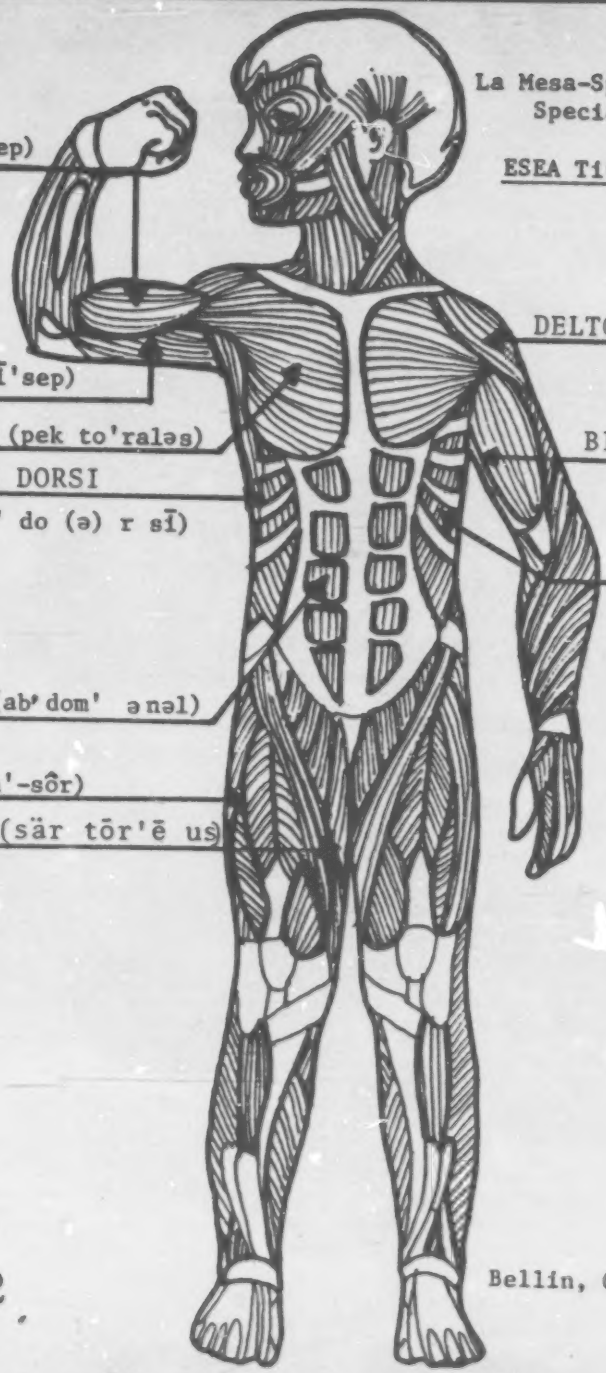
Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



BICEP (bī'sep)

TRICEP (trī'sep)

PECTORALIS (pek to'raləs)

LATISSIMUS DORSI
(la'tesə mes' do (ə) r sī)

ABDOMINAL (ab' dom' ə nəl)

TENSOR (ten'-sôr)

SARTORIUS (sär tōr'ē us)

DELTOID (del'toid)

BICEP (bī'sep)

INTERCOSTAL (in'ter kos' təl)

The Muscular System

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

Move Your Muscles

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

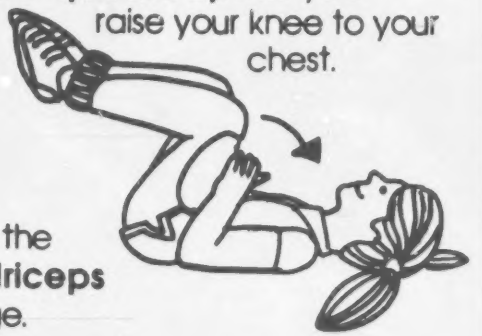
NAME _____

DATE _____

Put your hand on top of your upper arm. Feel the **biceps** as you bend your elbow. Color the **biceps** green.

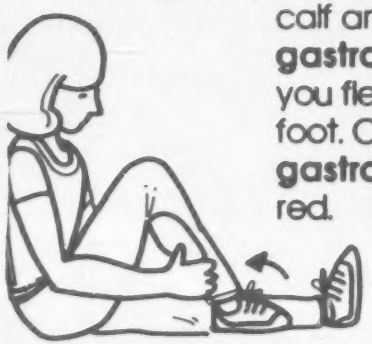
Bend over and put your hands on your buttocks. Feel your **gluteus maximus** as you rise to an upright position. Color the **gluteus maximus** blue.

Lie on your back. Put your hand on top of your thigh and feel your **quadriceps** as you raise your knee to your chest.



Color the **quadriceps** orange.

Sit on the floor and bend one leg. Put your hand on your calf and feel your **gastrocnemius** as you flex your foot. Color the **gastrocnemius** red.



Now put your hand on the back of your thigh and feel your **hamstring** as you straighten your leg. Color your **hamstring** yellow.

Put your hand under your upper arm. Feel your **triceps** move as you

straighten your arm. Color the **triceps** purple.

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

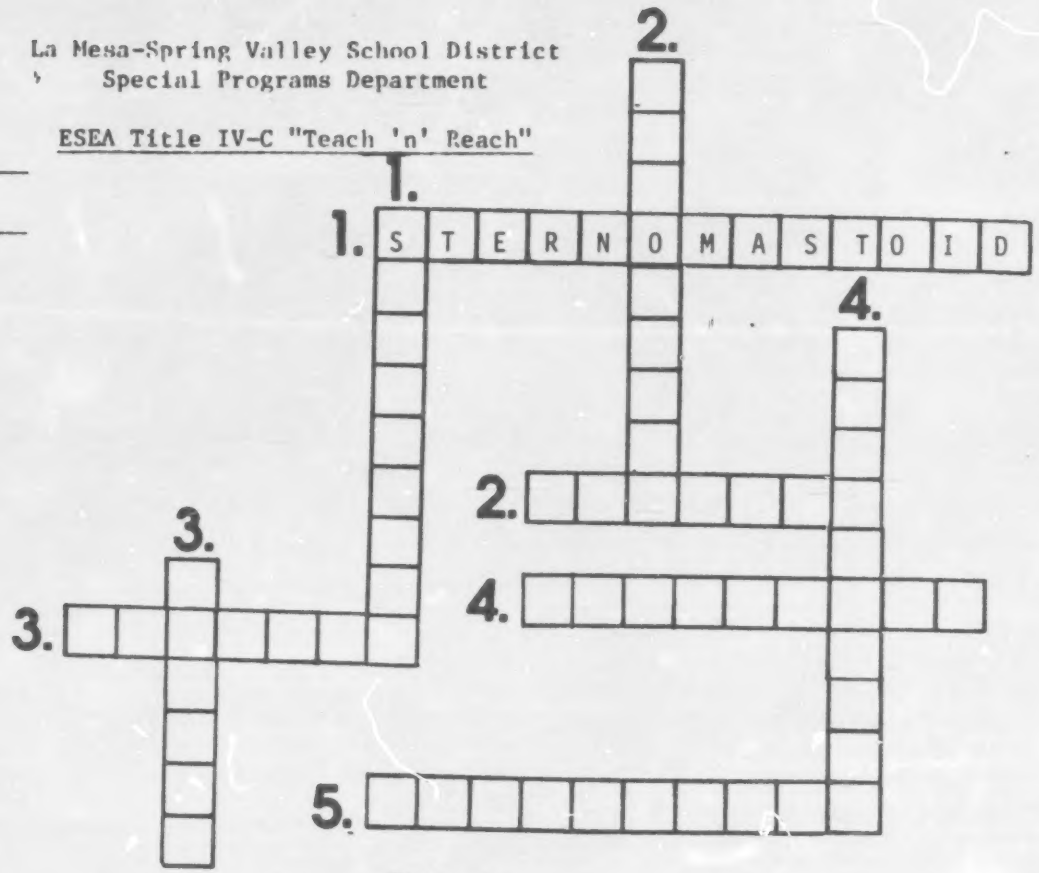
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

Flex Your Brain



Across

1. Moves your head
2. Moves your shoulder
3. Straightens your arm
4. Straightens your leg
5. Raises your arm

Down

1. Bends your knee
2. Lifts your ribs
3. Bends your arm
4. Raises your knee

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

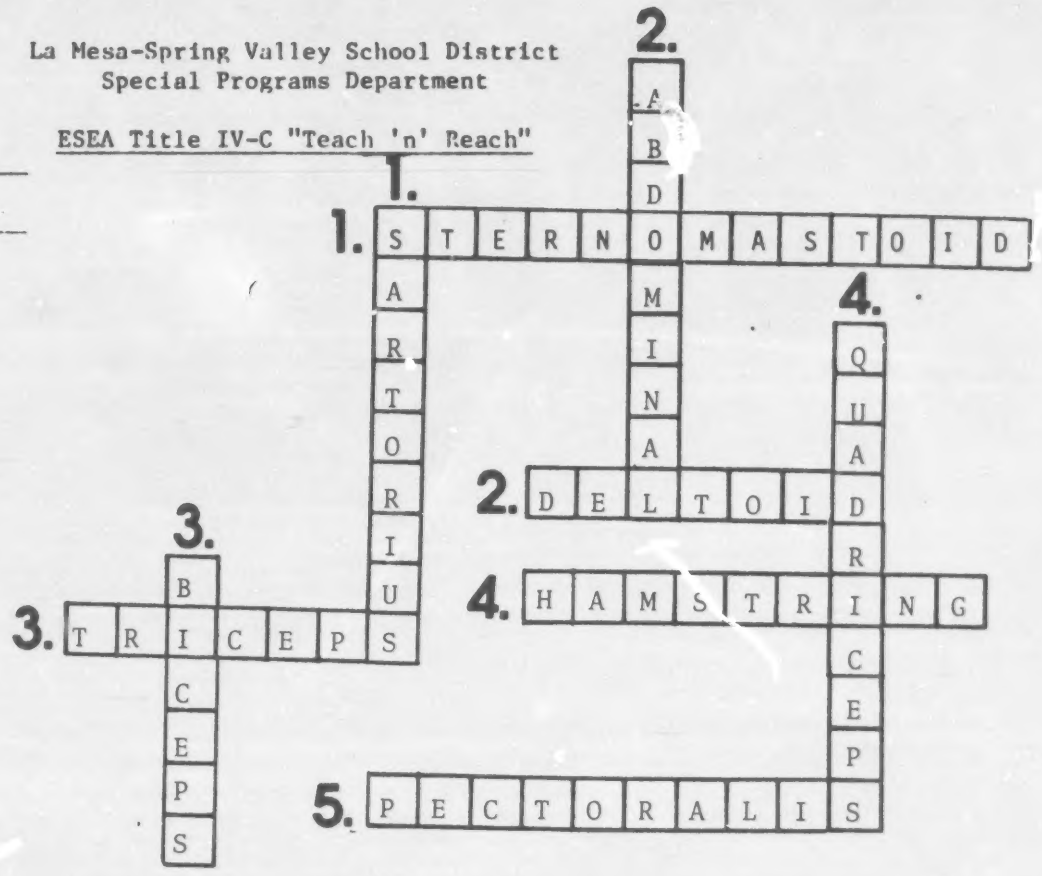
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

Flex Your Brain



Across

1. Moves your head
2. Moves your shoulder
3. Straightens your arm
4. Straightens your leg
5. Raises your arm

Down

1. Bends your knee
2. Lifts your ribs
3. Bends your arm
4. Raises your knee

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

TEACHER'S COPY 42

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

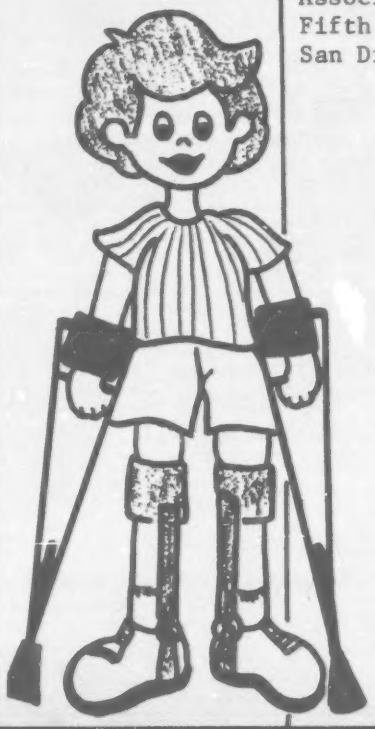
GOAL

To increase student awareness and knowledge about muscle disease.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify the cause of muscle disease.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher leads a discussion about muscle disease. 1. There is no single disease called muscular dystrophy; the term designates a group of muscle dystroying disorders. a. Duchenne b. Becker c. Etc. 2. The disorder varies in hereditary pattern, age, onset, muscles attacked and rate of progression. 3. Major types are: a. Spinal Muscular Atrophies are a group of progressive motor neuron diseases. The spinal muscular atrophies result from degeneration of the motor nerve cells in the spinal cord. b. Diseases of the Neuromuscular Junction Myasthenia gravis is characterized by extreme muscle weakness resulting from the inability of voluntary muscles to contract. The disease (continued)		Muscular Dystrophy Association, 2728 Fifth Street, San Diego, CA 92103

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued 3. continued b. continued initially affects eye movement, facial expression, chewing, swallowing, and respiration, and can later affect arm and leg muscles. c. Metabolic Diseases of Muscle is a group of progressive diseases that affect voluntary muscles and are characterized by inherited chemical deficiencies - usually of a specific enzyme such as phosphorylase (McArdle's disease), acid maltase (Pompe's disease), carnitine, and carnitine palmityl transferase. d. Diseases of Peripheral Nerve affect the peripheral nervous system, causing progressive, atrophic muscle weakness. 4. The cause of muscular dystrophy is hereditarily linked. a. The genetic defect finds expression in the biochemical and structural degradation of muscle cells. (continued)		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued		
5. At this time there is no known treatment that will arrest or reverse the dystrophic process.		
B. The following are simulation activities designed to give students the experience of muscle disease.		
1. Sitting up		
a. Tie both ends of a cord to a heavy desk. b. Student lies in a prone position. c. The child grasps the cord and hoists himself to a sitting position simulating dead weight.	Rope or Clothesline	
2. Mobility		
a. Remove armrest from a wheelchair. b. Set wheelchair brakes. c. Place a board between the wheelchair and another chair or table (the same height as the wheelchair must be used). d. Using shoulders and upper body alternately, rock back and forth, lifting and moving first one knee, then the other. e. Continue movement until transfer is completed.	Wheelchair 4 Ft. Board	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about multiple sclerosis.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify different symptoms of multiple sclerosis.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. The teacher leads a class discussion about multiple sclerosis. 1. Multiple sclerosis is a neurological disease, the cause of which is yet undetermined. 2. The disease attacks the coating around the message carrying nerve fibers in the brain and spinal cord (myelin sheath). Where the coating has been destroyed, it is replaced by plaques of hardened tissue (sclerosis); this occurs in multiple places within the nervous system. B. Symptoms vary according to the area of the nervous system affected. Individuals suffer from different symptoms which may include one or more of the following: 1. Weakness 2. Tingling 3. Numbness		The National Multiple Sclerosis Society, 4233 Park Blvd., San Diego, CA 92103	

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES	NOTES
(continued)	

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. continued		
4. Lack of coordination		
5. Poor equilibrium		
6. Double vision		
7. Nystagmus		
8. Slurred speech		
9. Tremors		
10. Stiffness		
11. Weakness of limbs		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student knowledge and awareness of the nervous system.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify two activities controlled by the central nervous system and two activities controlled by the autonomic nervous system.

NOTES

ACTIVITY PROCEDURE

A. The teacher leads a class discussion on the nervous system.

1. The Voluntary or Central Nervous System is comprised of the brain and the spinal cord. The nerves that branch out from this system make up the Peripheral Nervous System.

   a. The Peripheral Nervous System includes twelve crainal nerves.
   b. The Peripheral Nervous System includes thirty-one spinal nerves.

2. The Involuntary or Autonomic Nervous System governs activities such as breathing or heart action. The nerves that make up this system are the somatic nerves.

   a. Sympathetic nerves speed up action.
   b. Parasympathetic nerves slow down action.

B. Students will list in a class discussion, or individually, different activities and then which nervous system controls the activities.

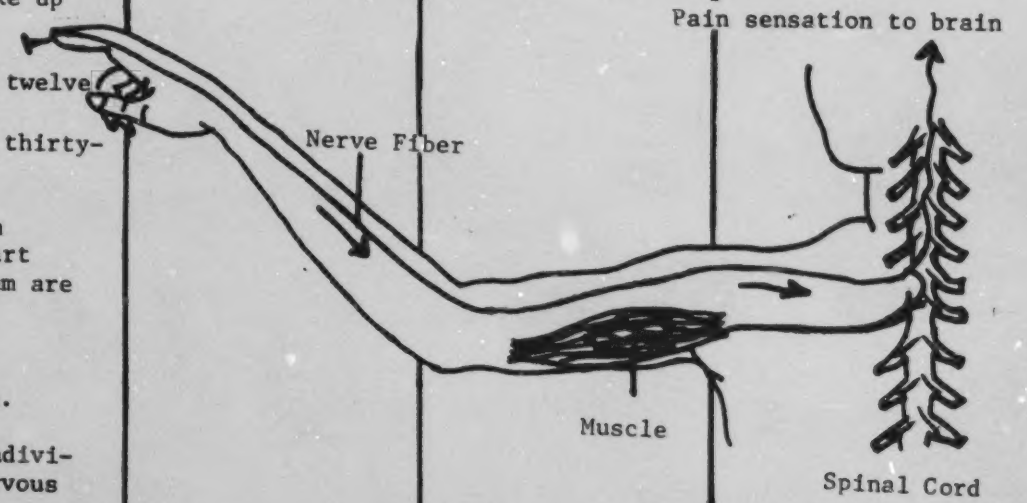
See prepared worksheets pp 49 - 52.

MATERIALS

Systems of the Human Body, Milliken Publish-Co., St. Louis, MO

RESOURCES

Glemser, B., All About the Human Body



La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

NERVOUS SYSTEM

	PHYSICAL ACTIVITY	VOLUNTARY	INVOLUNTARY
1.	Picking up a pin	X	
2.	Breathing		X
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

102

103

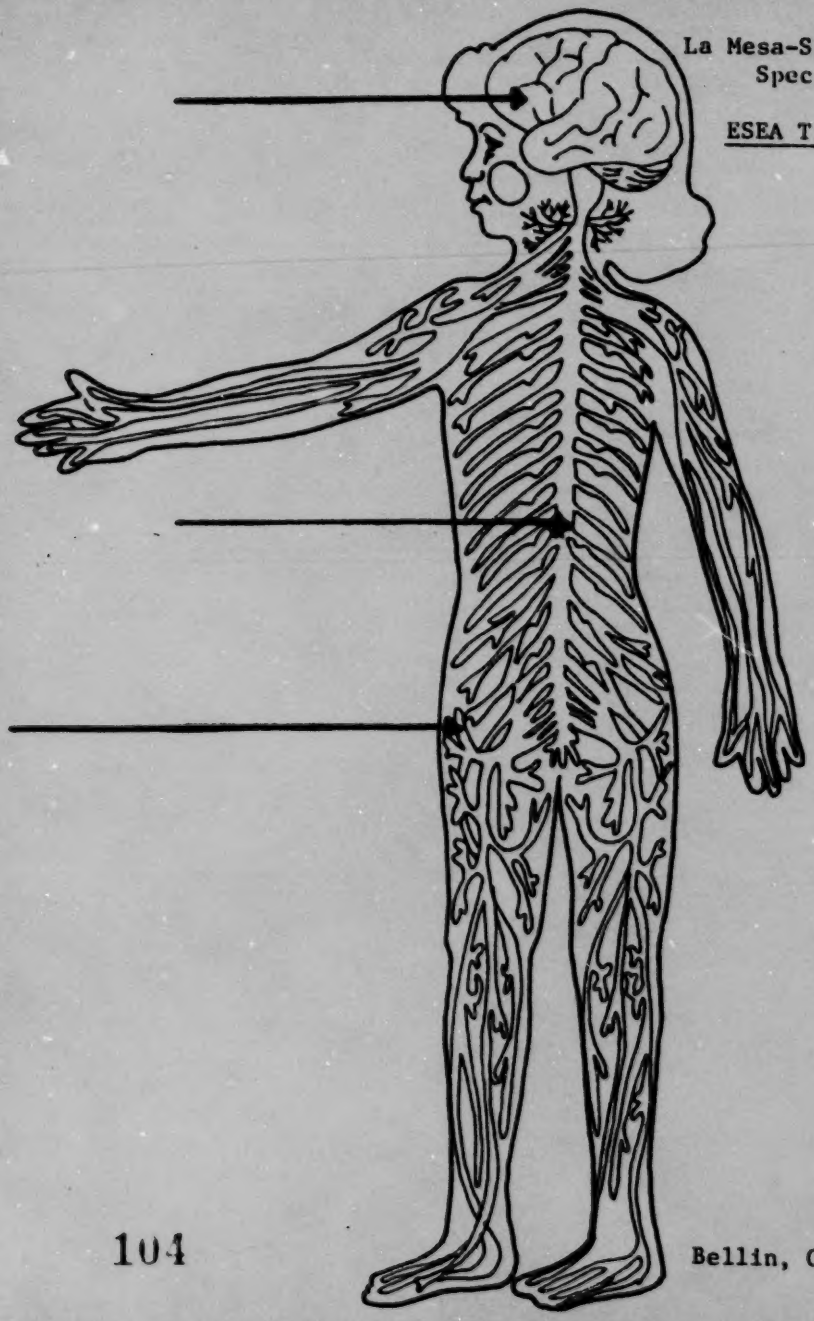
La Mesa-Spring Valley School District
Special Programs Department

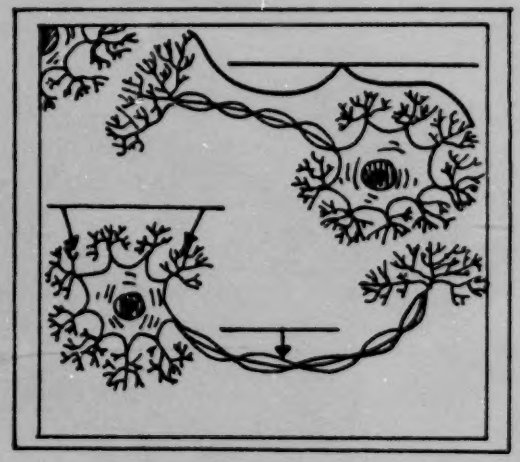
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

The Nervous System





Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

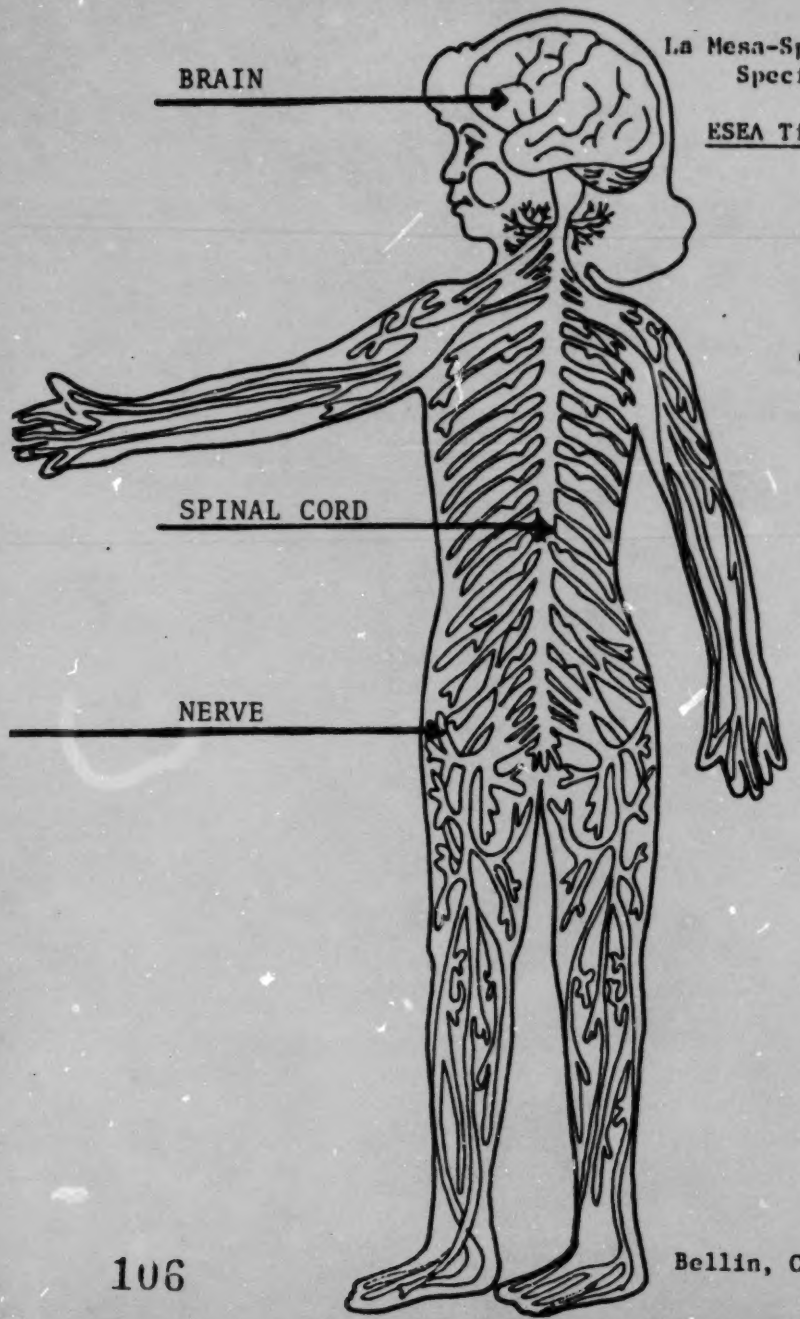
La Mesa-Spring Valley School District
Special Programs Department

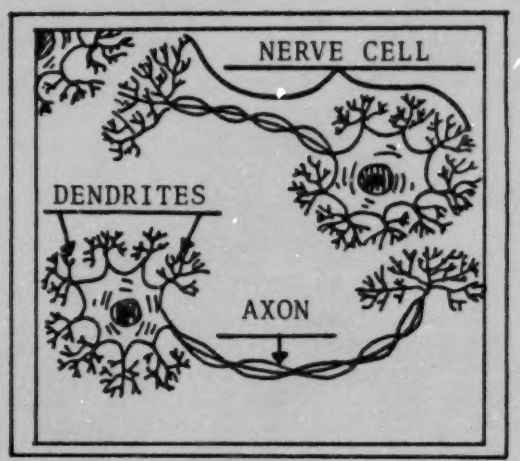
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

The Nervous System





106

107

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

TEACHER'S COPY

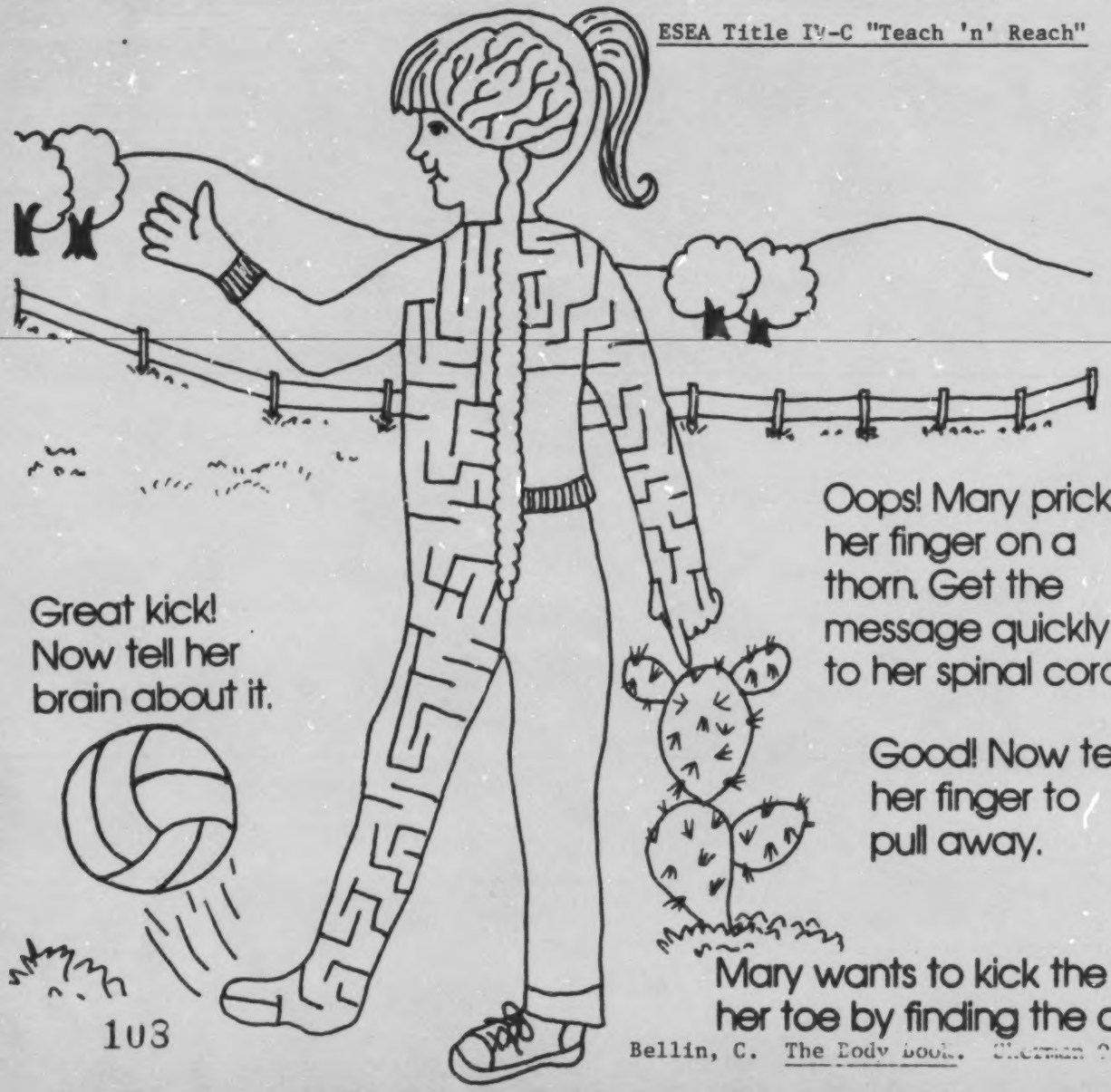
Control Tower to Body

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



Great kick! Now tell her brain about it.

Oops! Mary pricked her finger on a thorn. Get the message quickly to her spinal cord.

Good! Now tell her finger to pull away.

103

103

Mary wants to kick the ball. Help the message get to her toe by finding the correct nerve pathway.

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness of balance and motor difficulties - cerebral palsy.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have a better understanding of the muscle and balance problems associated with cerebral palsy.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads class discussion about cerebral palsy. 1. Damage to the brain may occur before, during or after birth, and may be caused by: a. Incompatible blood types of parents b. Insufficient oxygen before birth c. Premature birth d. Injury during birth e. Encephalitis f. Accident 2. The disability includes poor muscular coordination, muscle spasms and weakness that interferes with movement. *See prepared worksheets pp 56 - 57.* B. Teacher leads class discussion about the balance and movement difficulties that are caused by cerebral palsy. Several simulative activities might be experienced by students: 1. Close eyes, spin students several times in one	MP Muscles and Movement (u 10 min.) MP Computer I (United Cerebral Palsy Association) (u 30 min.) The Classroom Kit, Kids Come In Special Flavors Company MP A Different Approach United Cerebral Palsy (u 20 min.) Balance Beam	Cerebral Palsy Center, 7947 Birmingham Drive, San Diego, CA 92123

(continued)

GOAL

(Continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. continued 1. continued direction. Open eyes and try to walk a balance beam.		
2. Close eyes and balance on one leg. Bend forward, to your right or left, try to keep balance.		
3. Wearing thick garden gloves, have students button a shirt, unwrap candy or gum, write their name (using the weaker hand), tie their shoes, etc.	Garden Gloves Wrapped Candy or Gum	
4. Have students sit on a wobbly chair or a "T" stool. Have students notice how much attention they must spend on keeping their balance. a. Have students try an activity such as tying shoes or drinking a glass of water while on a wobbly chair, or "T" stool.	"T" Stool	
5. Using the weaker hand, bend four fingers into a fist and tape hand closed, leaving only the thumb free.	Masking Tape	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. continued 5. continued a. Stronger hand has to stay behind back. b. Give students a cupful of raisins to eat with taped hand or have student try to eat jello. *See prepared worksheet p 58.*	Raisins Bowl Jello Spoon	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

Check the degree of difficulty to which the following activities may be performed by an individual with cerebral palsy.

	EASY	WITH HELP	CAN'T DO
1. Put on pants and/or shirt	_____	_____	_____
2. Button coat	_____	_____	_____
3. Comb hair	_____	_____	_____
4. Pour milk	_____	_____	_____
5. Cut meat.	_____	_____	_____
6. Play cards.	_____	_____	_____
7. Color a picture	_____	_____	_____
8. Tie shoes	_____	_____	_____
9. Hit a ball with a bat or racket	_____	_____	_____
10. Throw a ball.	_____	_____	_____

(continued)

ESEA Title IV-C "Teach 'n' Reach"
Cerebral Palsy, continued

	EASY	WITH HELP	CAN'T DO
11. Watch television.	_____	_____	_____
12. Listen to a radio	_____	_____	_____
13. Jog or dance.	_____	_____	_____
14. Read a book	_____	_____	_____
15. Walk up and down stairs	_____	_____	_____
16. Cook a hamburger.	_____	_____	_____
17. Write his/her name.	_____	_____	_____
18. Dial a phone.	_____	_____	_____
19. Take a bath	_____	_____	_____
20. Thread a needle	_____	_____	_____

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

List some daily functions that might be difficult if you had cerebral palsy.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Now can you think of some helpful suggestions? Use your imagination and write them down on this paper.

How about shoes that slip on or have a zipper? I bet you can do better than that!

1. _____
2. _____
3. _____
4. _____
5. _____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge about the physically disabled - cerebral palsy.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to name and identify appliances needed by the cerebral palsied.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students practice using a wheelchair. Have students try:	Wheelchair	Cerebral Palsy Center, 7947 Birmingham Dr., San Diego, CA 92123
1. Getting a drink from a fountain		
2. Making a phone call		
3. Using restrooms		
4. Having access to the cafeteria		
B. Teacher demonstrates a typewriter and a talking board and discusses their purpose and who might utilize them.	Talking Board	
1. The teacher can then make a comparison between the typewriter and a talking board that utilizes the Blissymbolics.	Typewriter	
2. Students should break into small groups and utilize both the typewriter and talking board.		
See prepared worksheet p 61.	Crutches	
C. Students will practice using crutches.		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. continued 1. Walk 2. Run 3. Walk up and down stairs. 4. Pick up a piece of paper.	Master Kit, What if I Couldn't?, Selective Educational Equipment, Co.	
D. Students will practice putting on and walking with a leg brace. Have them try to: 1. Walk 2. Sit on a chair. 3. Stand up from a prone position on the floor. 4. Walk up and down stairs.	Leg Brace (If a brace is not available, use two slats of wood and tie on either side of the knee.) The Classroom Kit, Kids Come in Special Flavors Company.	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

BLISSYMBOLICS

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
0	left	no	command & intensity	sounds like	belongs to, possessive	and	with	combine	opposite	part	plural	making descriptive	like, similar	different	yes	right	Q
1	hello / goodbye	if	I, me	you	past tense	present tense	future tense	not	a, an	good	funny	thousand	hundred	ten	colour	day	R
2	please	or	he, him	she, her	like	negative action in the present	walk, go	can, be able to	the	happy	attractive	idea	school	name	house	morning	S
3	thanks	but	we, us	they, them	want	do, does	come	eat	this	upset	excited	loud	room	hair	television	afternoon	T
4	you're welcome	about	father	mother	feel	be, am, are, is	work	see	for	on	difficult	early	pen, pencil	comb	telephone	time	U
5	I'm sorry	by	brother	sister	need	have, has	read	hear	up	again	special	gathering, class	paper, page	eye	show	yesterday	V
6	question	when	teacher	person	think	make, makes	play	say, speak	forward	too much	correct	car	book	mouth	store	tomorrow	W
7	which	what	friend	it	know	give	help	touch	under	enough	interesting	bus	gym	ear	money	holiday	X
8	who	why	answer	maybe	learn	end, stop	try	to	from	much, many	big	wheelchair	music	nose	food	week-end	Y
9	where	how	because	in order to	forget	have	wish	before	in	more	long	toilet	sport	hand	drink	month	Z

©Blissymbolics used herein C.K.Bliss and exclusive licensee, Blissymbolics Communication Foundation

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

OAL

:o increase student knowledge and awareness of speech patterns - cerebral palsy.

ERFORMANCE OBJECTIVES

Ipon completion of activities students will be able to identify the speech area of the brain nd the pieces of equipment used for communication by those with cerebral palsy.

NOTES

CTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher demonstrates model of the brain. Point out: 1. Motor area 2. Speech area 3. Various hemispheres *See prepared worksheets pp 64 - 65.* B. Play a tape recording of the speech pattern associated with cerebral palsy. 1. Suggest that students try to talk like a person with cerebral palsy. a. The students will read a page from their reader without moving their lips or tongue. b. Students fill their mouths with raisins or ice cube chips and read a page from their reader. c. Have other students in the class try to distinguish what is being read.	MP Computor I, (United Cerebral Palsy Association). FS Hello Everybody, Part 3, James Stanfield Film Association. LM-SV Chart-Brain and Nervous System Tape of cerebral palsy speech. LM-SV Model-Human Head. LM-SV Model-Human Brain.	Cerebral Palsy Center, 7947 Birmingham Dr., San Diego, CA, 92123.

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. Have students talk into and utilize the Delayed Speech Machine.	Delayed Speech Machine.	
D. To compensate for poor speech a Talking Board is utilized with Blissymbolics by many individuals with cerebral palsy.	Talking Board	
1. Have students attempt to communicate three messages on the board.	Mack, N. Tracy. Milwaukee, WI: Raintree Edition, 1976.	
See prepared worksheet p 66.		

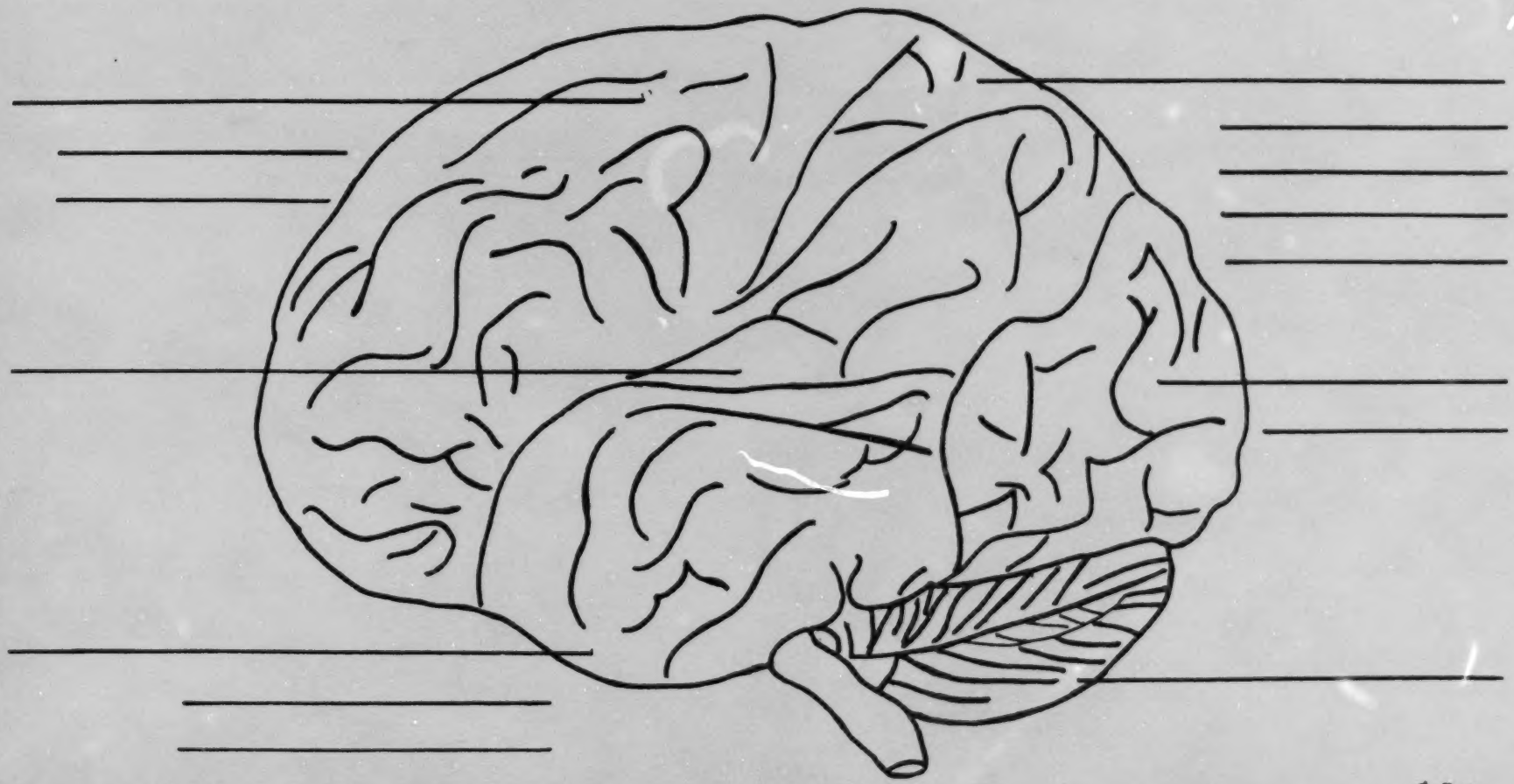
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

MODEL OF THE BRAIN



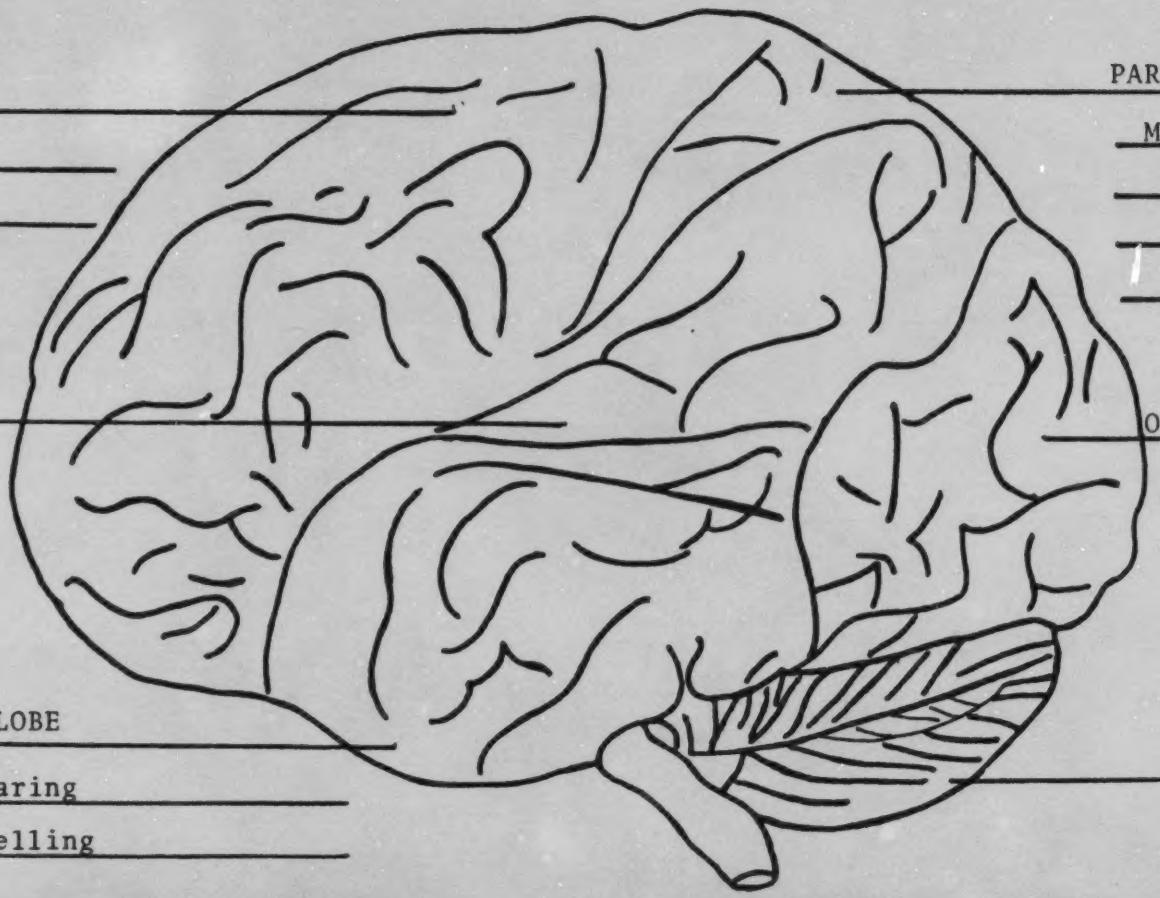
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

MODEL OF THE BRAIN



FRONTAL LOBE

Thinking

Learning

Speaking

PARIETAL LOBE

Movement

Leg

Arm

Tongue

OCCIPITAL LOBE

Seeing

TEMPORAL LOBE

Hearing

Smelling

Balance

134

TEACHER'S COPY

135

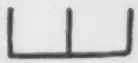
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

TALKING BOARD

I	 WANT		

Design your own talking board by drawing a symbol to designate a word.

Now try to communicate your needs by utilizing a talking board.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about spinal cord injuries (SCI).

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to understand the difficulties of performing tasks without the use of one's legs and/or legs and arms.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Teacher should lead a class discussion on the causes of spinal cord injuries. 1. Accidents a. Auto b. Motorcycle c. Skateboard d. Diving e. Football f. Skiing B. Teacher discusses the possible results of a spinal cord injury. 1. Paraplegia a. The paralysis of both legs and the lower part of the body, due to nerve injury at the chest or lower back level of the spine. 2. Quadriplegia a. Paralysis of the body's four extremities due	Fanshawe, E. Rachel. Scarsdale, NY: Bradbury, 1975. Filmstrip - Understanding Differences, "How Can You Run When You Can't Even Walk." Sullivan, M., Feeling Free, Reading, MA: Addison-Wesley, 1954.	Community Service Center for the Disabled, 1295 University Ave., San Diego, CA 92103	

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES (continued)			NOTES
ACTIVITY PROCEDURE	MATERIALS	RESOURCES	
a. continued to nerve injury at the neck portion of the spine. C. Select a student to use a wheelchair for at least one hour of the school day. Using string, bind their legs to the wheelchair. With masking tape, bind all four fingers and thumb on each hand. 1. Suggested activities include: a. Buttoning, unbuttoning b. Writing one's name c. Open doors d. Eating e. Getting a drink of water *See prepared worksheet p 69.*	Masking tape Wheelchair String		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

WHILE BOUND TO A WHEELCHAIR:

What problems did you have? _____

_____

_____

How long did it take you to do a particular task? _____

_____

How much help did you need? _____

_____

What could you do on your own? _____

_____

What barriers did you encounter? _____

_____

How did you feel? _____

_____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student knowledge about the skeletal system.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify five bones in the skeletal system.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher should list major bones on the board. 1. Students can guess how to pronounce these words prior to the appropriate pronunciation being given. *See prepared worksheets pp 72 - 66.* B. The teacher should lead a class discussion on the purpose of the skeletal system. 1. To give your body strength and rigidity. 2. To protect your internal organs. C. Teacher can lead discussion about the number of bones in the skeletal system.	Systems of the Human Body, Milliken Publishing Co., St. Louis, MO LM-SV Bone Set - Human LM-SV Skeleton - Human	

	Number
1. Skull	22
2. Hyoid (jaw)	1
3. Spine	26
4. Ribs	24

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES

C. continued

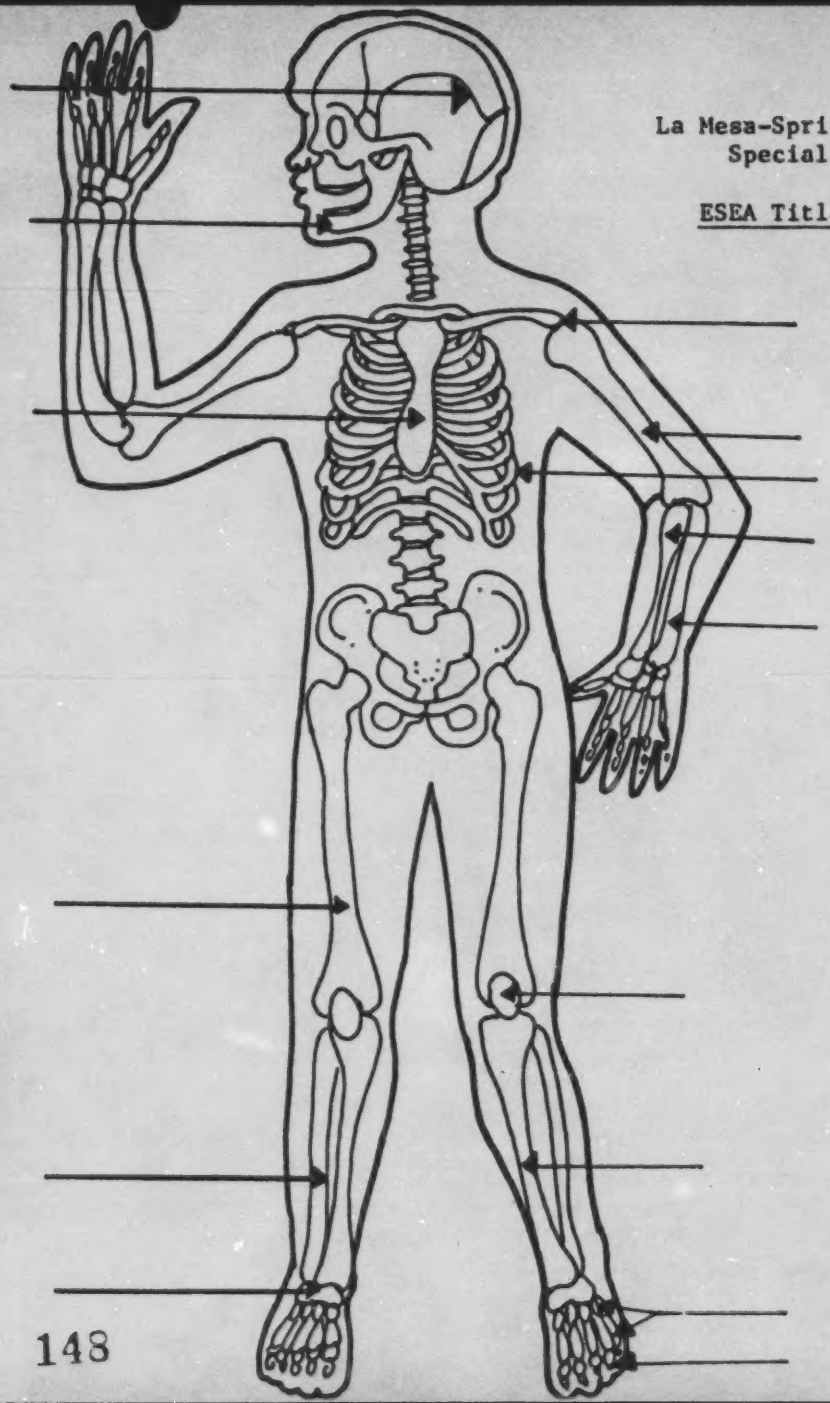
	Number
5. Breast	1
6. Arms/Hands	64
7. Legs/Feet	62

See prepared worksheets pp 77 - 80.

D. Teacher leads a "Simon Says" game instructing students to touch a bone.

1. "Simon Says" touch your:

   a. Mandible
   b. Phalanges
   c. Tibia
   d. Etc.



La Mesa-Spring Valley School District
Special Programs Department

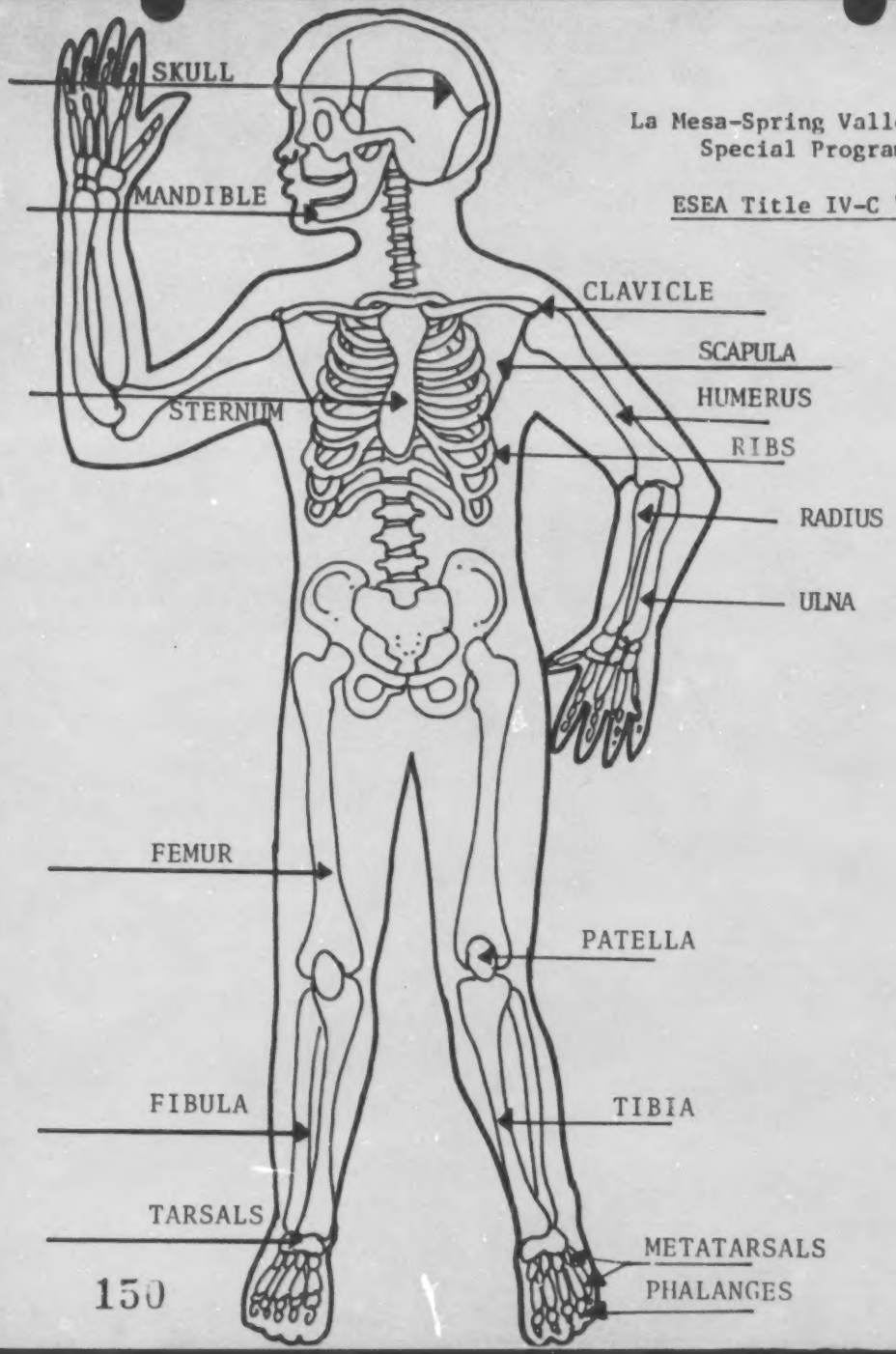
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

The Skeletal System

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.



La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

The Skeletal System

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

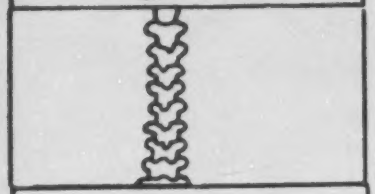
Insides and Outsides

NAME _____

DATE _____

Draw a line from each inside skeletal part to the matching outside body part.

skull



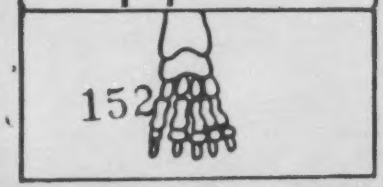
spine

scapula

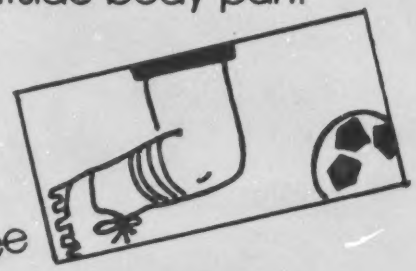
ribs

humerus
radius
ulna

patella

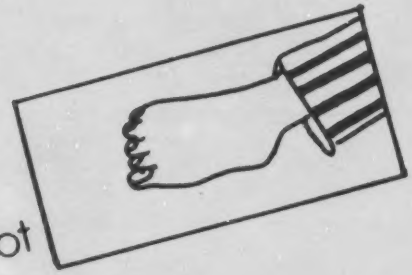


tarsals
metatarsals
phalanges



knee

face



foot

shoulder

front torso

arm

back

153

Rollin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

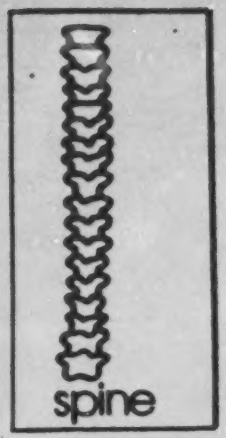
ESEA Title IV-C "Teach 'n' Rea[illegible]

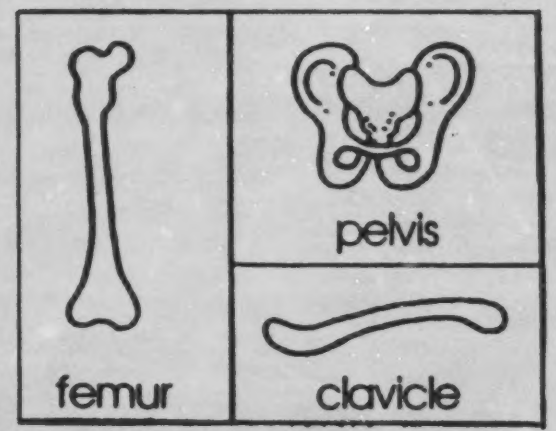
NAME _____

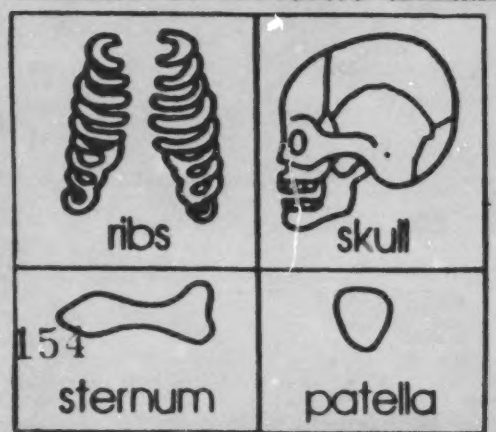
DATE _____

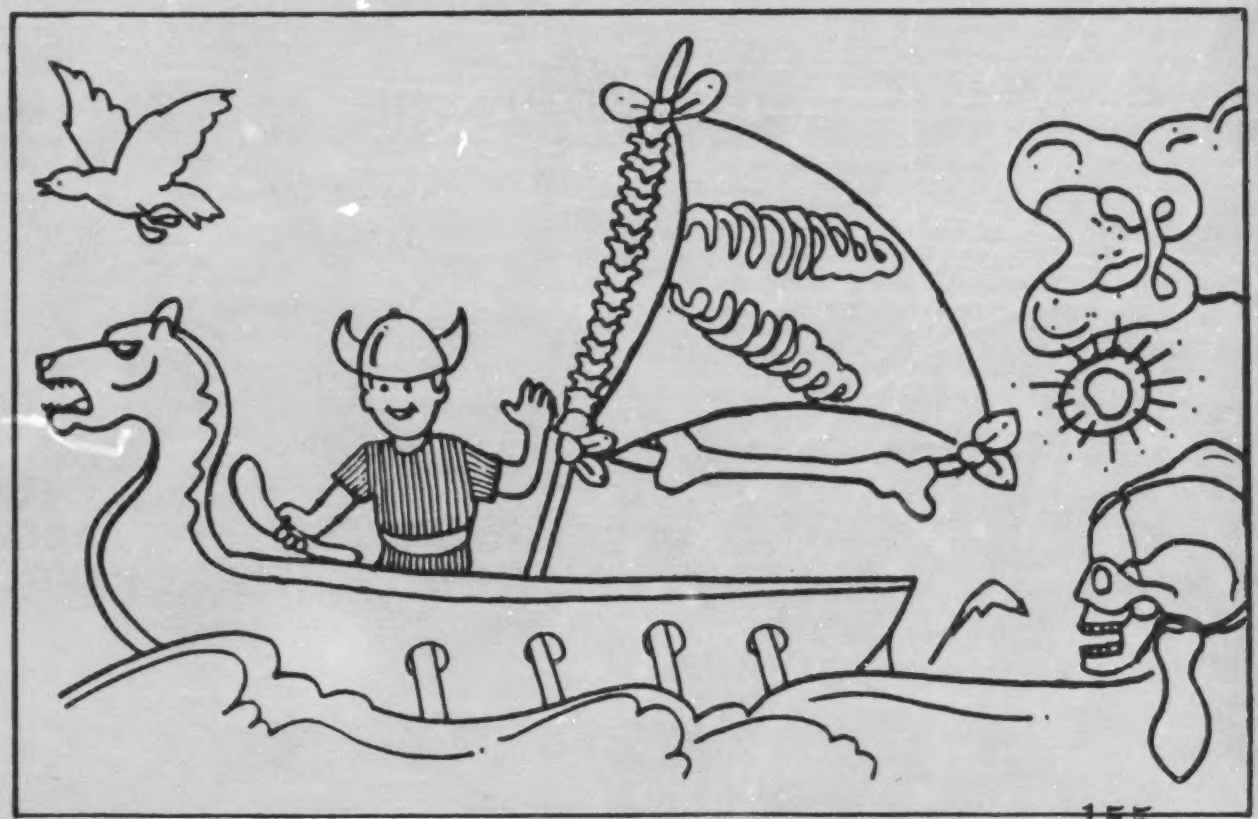
Pirate Treasure

Find the bones that the pirates have hidden.









154

155

La Mesa-Spring Valley School District
Special Programs Department

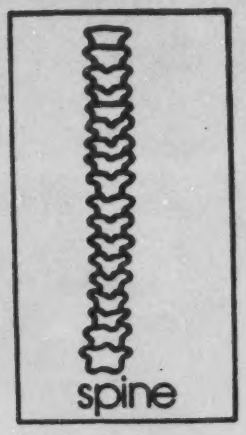
ESEA Title IV-C "Teach 'n' Reach"

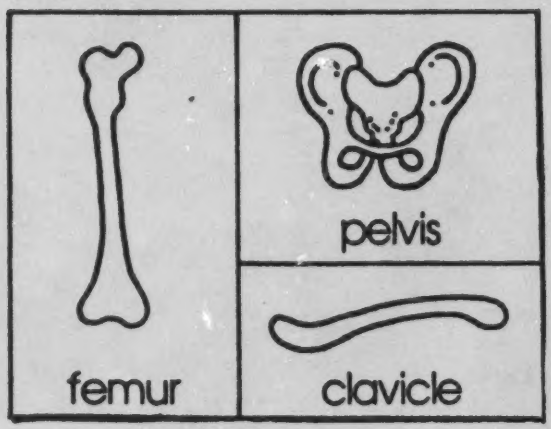
NAME _____

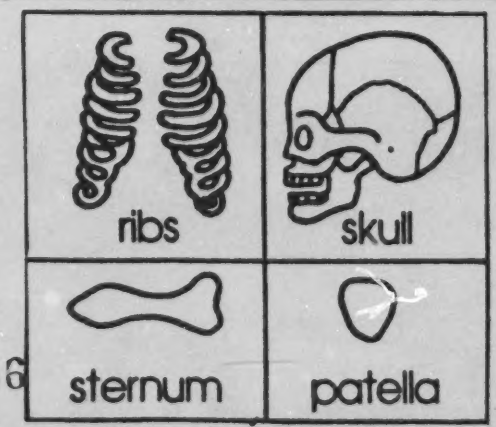
DATE _____

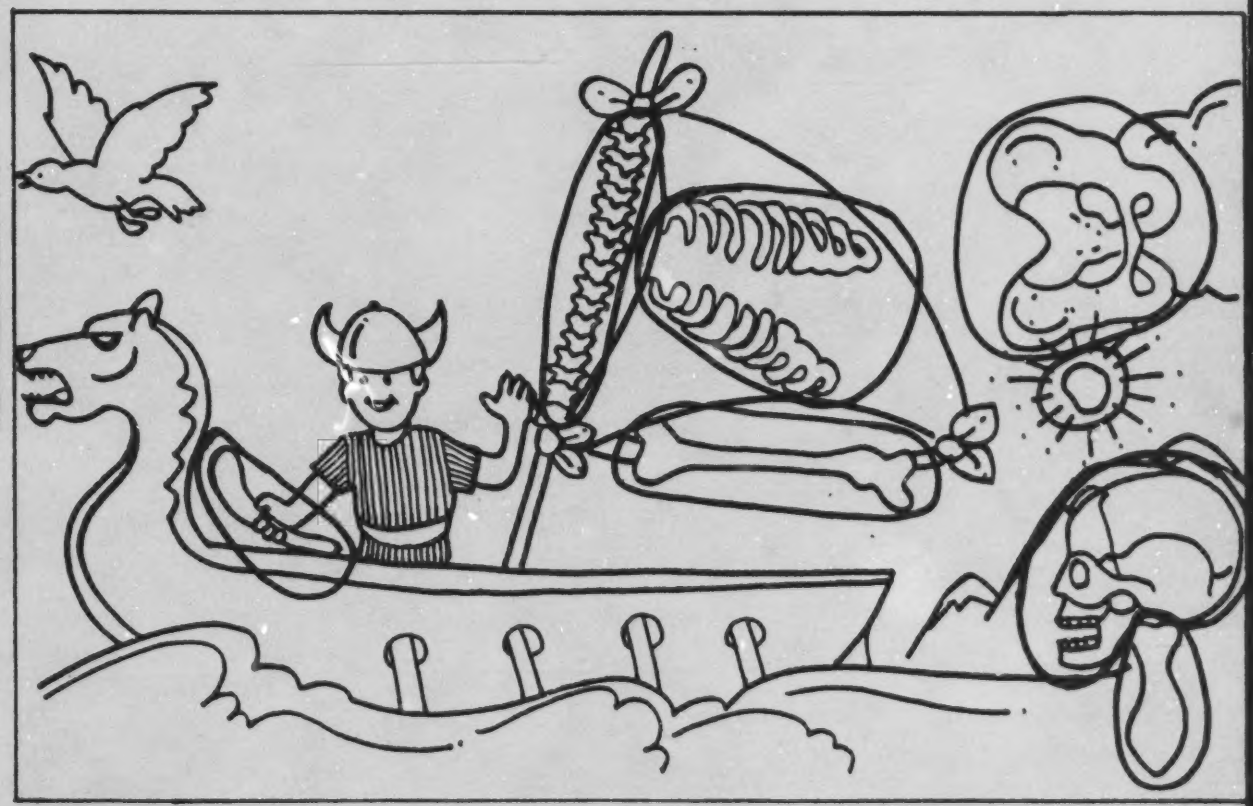
Pirate Treasure

Find the bones that the pirates have hidden.









Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

Bone Up On Bones

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

R	I	B	S	Q	U	R	F	W	C	T
O	C	P	T	Y	J	T	I	B	I	A
H	U	M	E	R	U	S	B	K	P	R
P	Z	C	R	Y	O	G	U	M	H	S
E	M	A	N	D	I	B	L	E	R	A
L	T	Q	U	L	N	A	A	W	T	L
V	F	E	M	U	R	Z	G	K	S	T
I	R	K	A	H	X	N	U	O	K	T
S	C	A	P	U	L	A	S	K	U	X
H	Y	B	V	P	A	T	E	L	L	A
P	H	A	L	A	N	G	E	S	L	D

LOOK ACROSS OR DOWN TO FIND THE NAMES OF YOUR BONES.

SEE IF YOU CAN FIND ALL OF THESE WORDS.

MANDIBLE
TIBIA
FEMUR
RIBS
HUMERUS
SCAPULA
PHALANGES
ULNA
TARSAL
SKULL
FIBULA
PATELLA
STERNUM
PELVIS

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

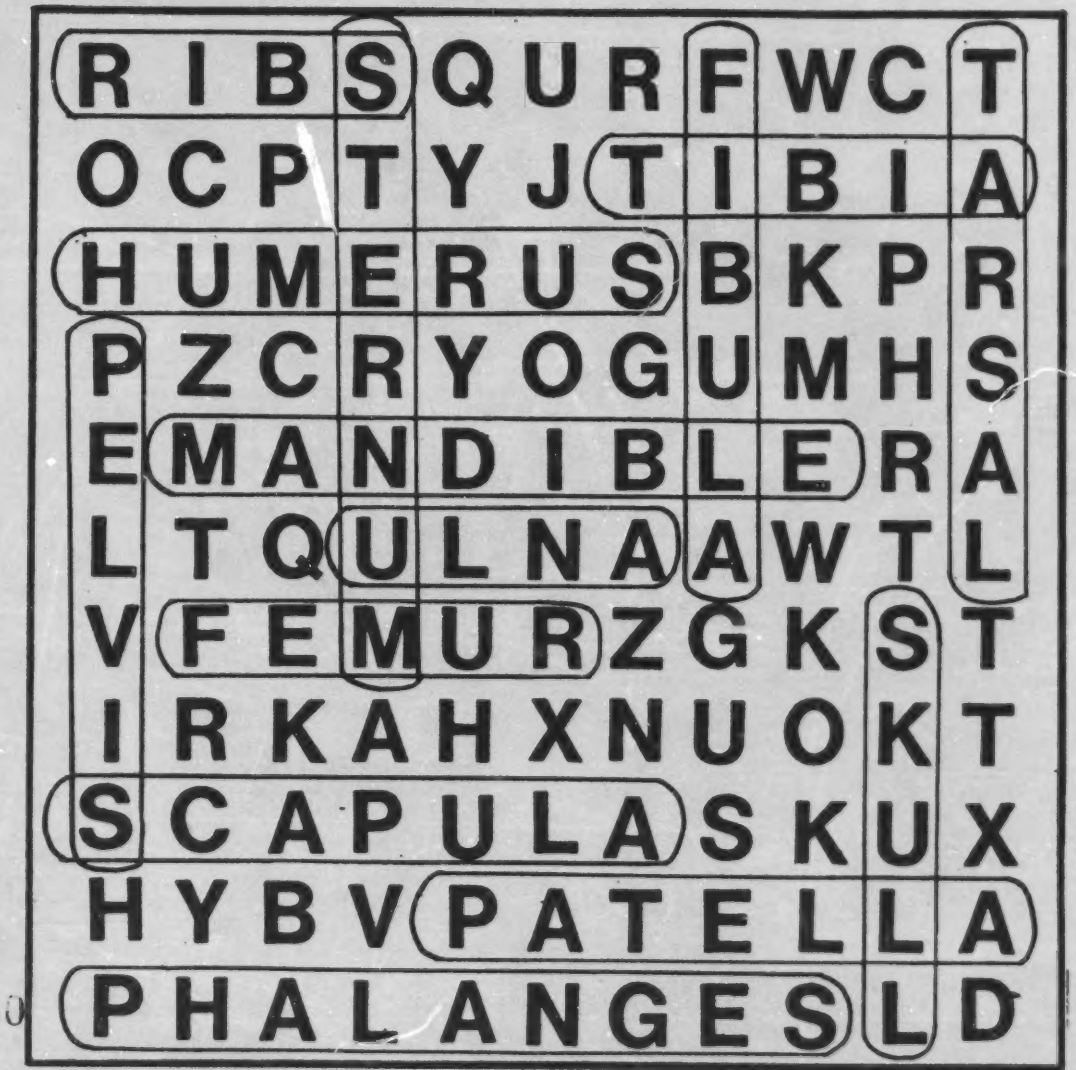
La Mesa-Spring Valley School District
Special Programs Department

Bone Up On Bones

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____


R I B S Q U R F W C T
O C P T Y J T I B I A
H U M E R U S B K P R
P Z C R Y O G U M H S
E M A N D I B L E R A
L T Q U L N A A W T L
V F E M U R Z G K S T
I R K A H X N U O K T
S C A P U L A S K U X
H Y B V P A T E L L A
P H A L A N G E S L D

LOOK ACROSS OR DOWN TO FIND THE NAMES OF YOUR BONES.

SEE IF YOU CAN FIND ALL OF THESE WORDS.

MANDIBLE
TIBIA
FEMUR
RIBS
HUMERUS
SCAPULA
PHALANGES
ULNA
TARSAL
SKULL
FIBULA
PATELLA
STERNUM
PELVIS

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

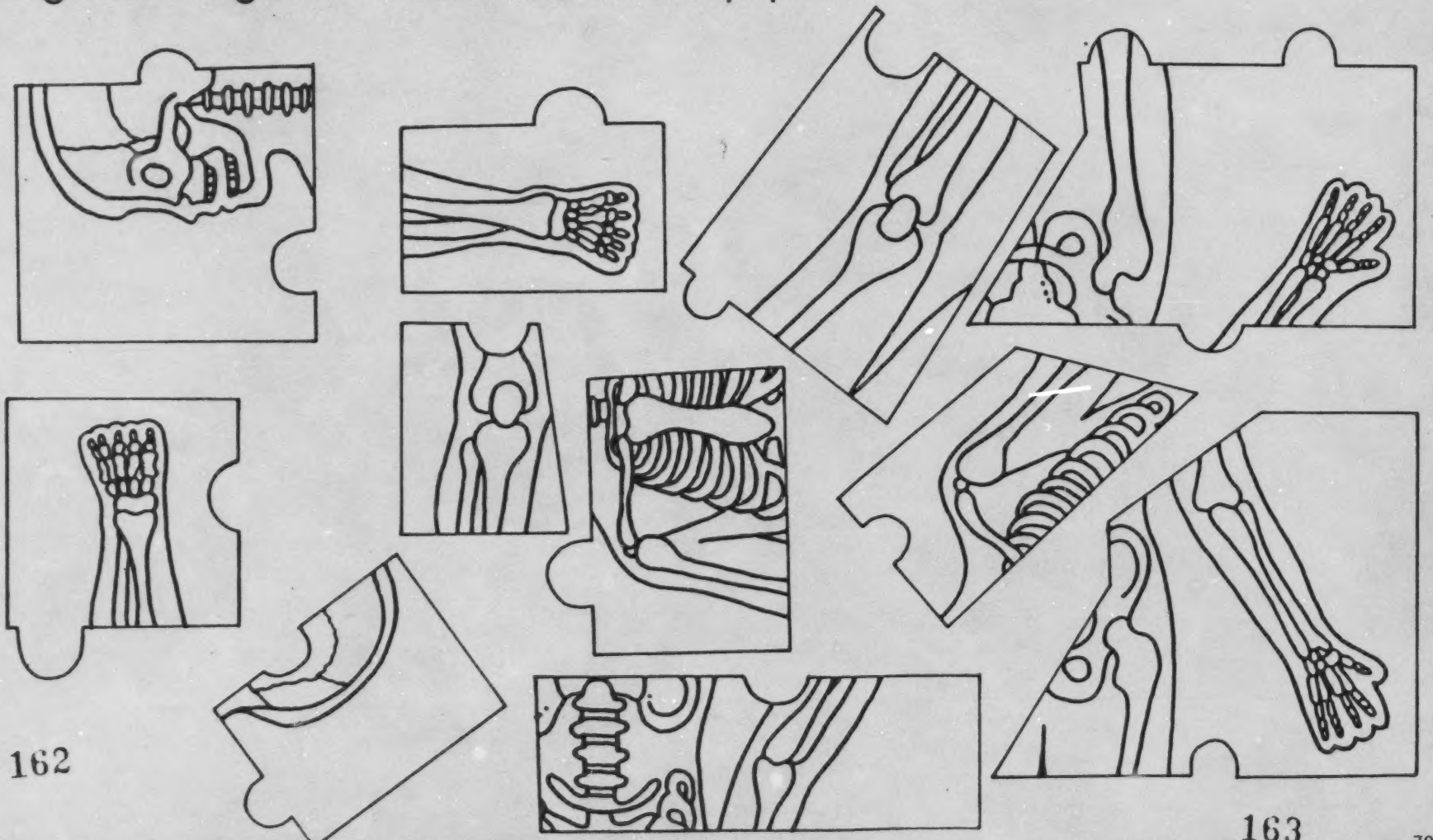
Get It Together

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

Color the puzzle pieces. Cut them out, fit them together and glue them on another sheet of paper.



162

163

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

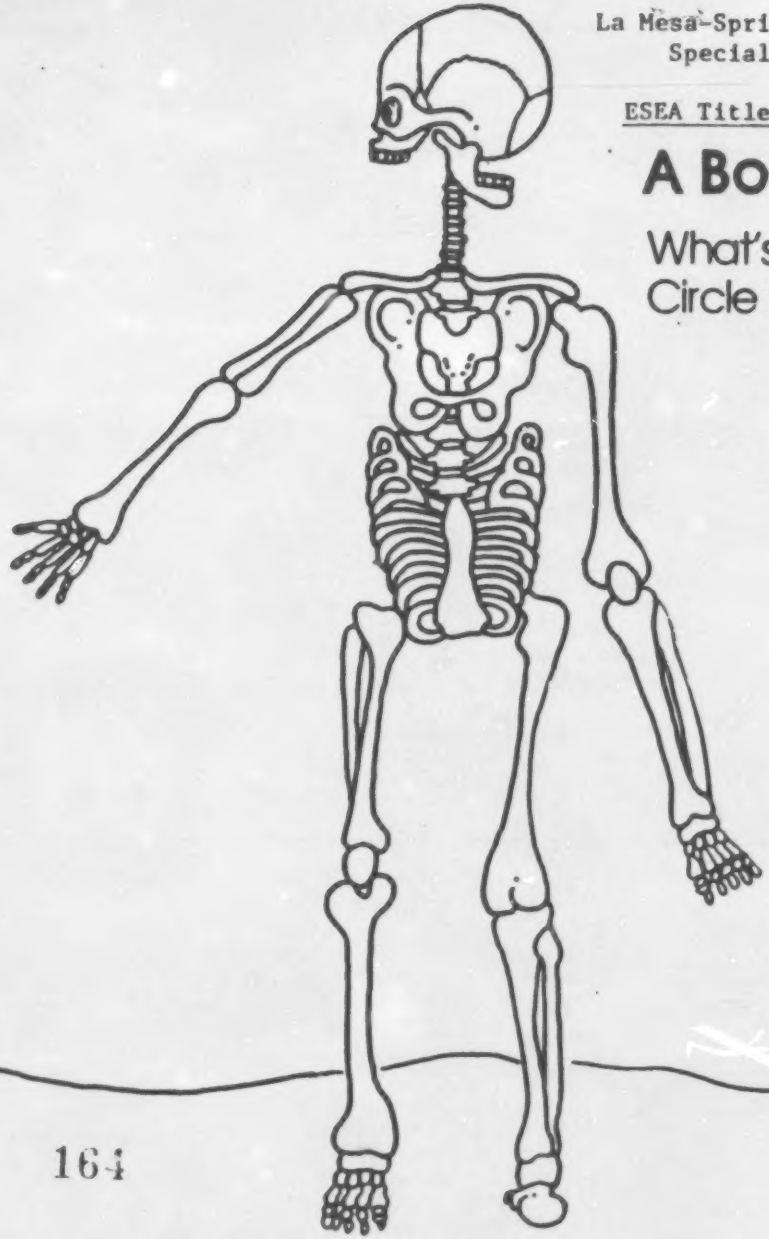
ESEA Title IV-C "Teach 'n' Reach"

A Bony Problem

NAME _____

DATE _____

What's wrong with this skeleton?
Circle the bones that are in the wrong place.



164

165

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about arthritis.

PERFORMANCE OBJECTIVES

Upon completion of activity students will be able to identify five joints that could be afflicted with arthritis.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Teacher leads discussion about arthritis, an inflamation of a joint. 1. There are two kinds of arthritis. a. Osteoarthritis - A typical affliction of old age caused by the wearing away of the cartilage on bone endings. b. Rheumatoid Arthritis - A disease involving all ages affecting the cartilage on bone endings and considered the more serious of the two. 2. There are certain conditions that set off attacks of arthritis. a. Cold and dampness b. Poorly balanced diet c. Joint injury d. Constant strain on a joint e. Physical labor that is too hard for age or strength f. Nervous tension			

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued 3. Some of the major joints affected are: a. Knee b. Wrist c. Elbow d. Finger e. Toe f. Hip g. Shoulder h. Jaw i. Ankle *See prepared worksheet p 83.*		

163

169

La Mesa-Spring Valley School District
Special Programs Department

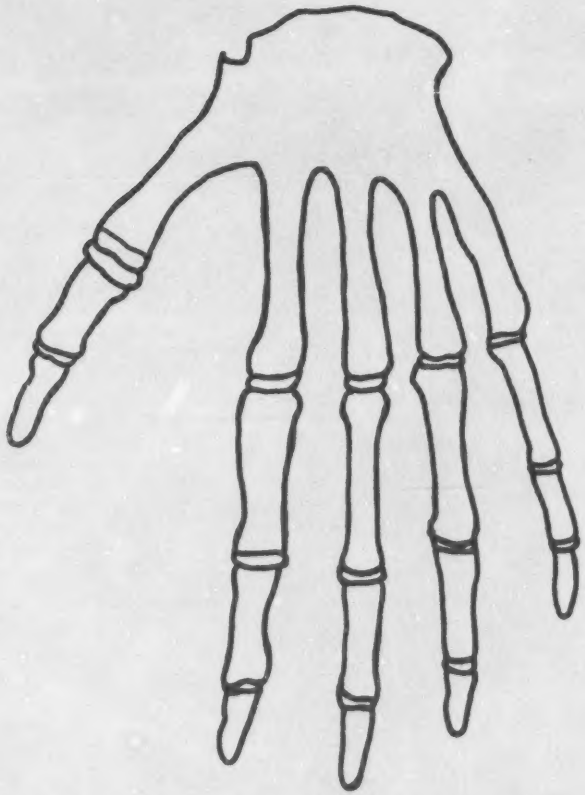
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

JOINTS

How many joints can you count in your hand? _____



Locate five other joints in your body and list them below:

1. _____

2. _____

3. _____

4. _____

5. _____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about dwarfism.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify obstacles or places not accessible to a dwarf.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads discussion about dwarfism, a serious retarded or stunted growth. 1. The causes may be due to: a. Deficient diet in any of the essential food elements during very early physical development. b. Pituitary gland disturbance. c. Thyroid deficiency. *See prepared worksheet pp 85 - 86.* B. Students, while walking on their knees or else squatting, should identify various obstacles or places that are not accessible to a little person.	MP - Leo Beauman	

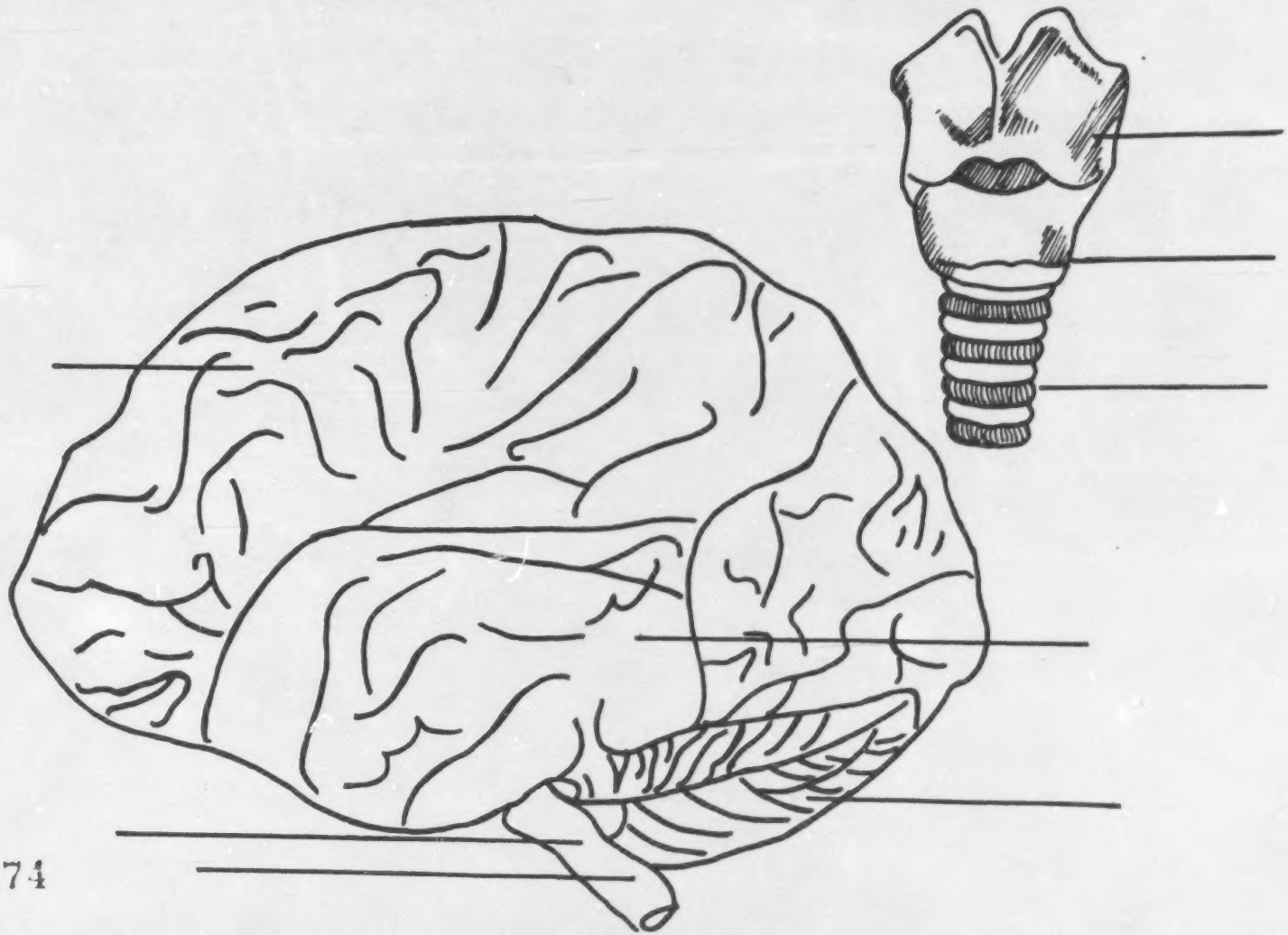
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

CAUSES OF DWARFISM - Glands

DATE _____



174

175

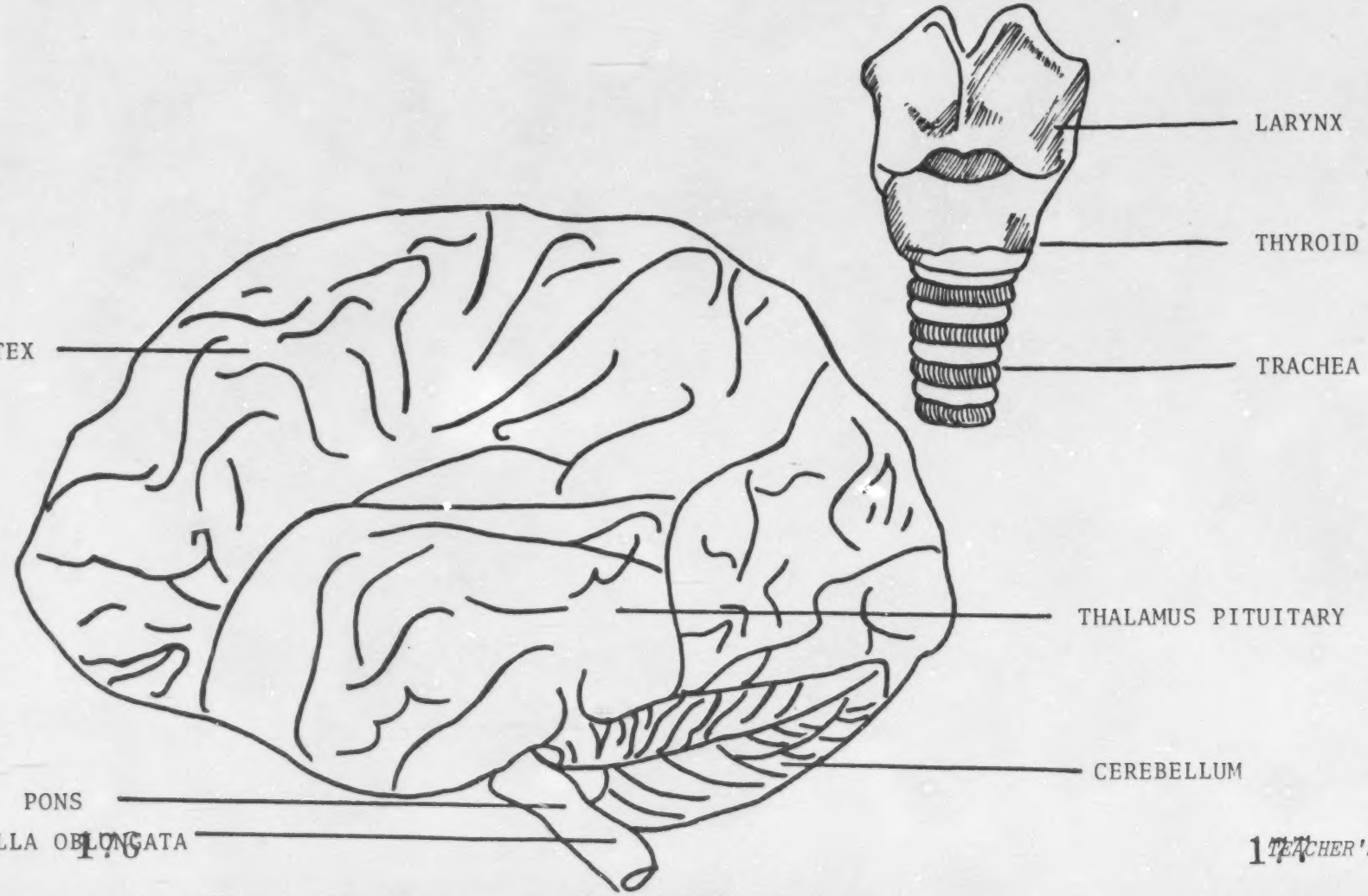
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

CAUSES OF DWARFISM - Glands



La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the physically disabled - missing limbs.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to understand the difficulties of performing normal tasks without the use of hands and/or arms.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher should lead a class discussion about what could cause a missing limb. 1. Prenatal a. Pregnant mother having taken medication. b. Birth defect c. Birth trauma 2. Postnatal a. Accident b. Cancer	MP - People You'd Like To Know "Diana"	Community Service Center for the Disabled, 1295 University Ave., San Diego, CA 92103

(continued)

GOAL
(continued)

PERFORMANCE OBJECTIVES
(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. List on the board all activities that can be done using arms and hands (accept all responses from students). Discuss with students what problems they might encounter if they had no arms. *See prepared worksheet p 90.*	Woff, B. Don't Feel Sorry For Paul. NY, NY: J.B. Lippincott, 1974.	
C. Introduce a film about an individual who is missing a limb. (Students may take notes or not as you prefer.) 1. List on the board or individually the tasks the hero in the movie did which non-handicapped persons do with their arms and hands. Compare the students lists.	MP A Day in the Life of Bonnie Consolo (u 17 min.)	
2. Have volunteer(s) try to open a box of cereal, pour it into a bowl, pick up a spoon, etc., using their toes.	Cereal Bowl	
3. Have students try to write their names with a pencil using their toes.	Spoon	
D. Select a student volunteer to be fitted with a "lifeless" limb.	Prosthesis	R G P Prosthetics and Orthotics Co., Inc., 6147 University Ave., San Diego, CA 92115

180 (continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. continued 1. The selected student should try to put a sweater on or tie their shoes. 2. Encourage students to discuss what problems one might encounter in dressing themselves. E. Select a student volunteer to similate using an "artificial limb." 1. Let the student try to eat small morsels of food holding a spoon in a pair of pliars. 2. Let the student try to write their name holding a pen or pencil in a pair of pliars.	A lifeless limb can be made by rolling up newspaper and placing it within a shirt sleeve or filling a long sock with nylons or cotton and pinning it to the shoulder of a shirt. Master Kit, What if I Couldn't?, Selective Educational Equipment, Co. The Classroom Kit, Kids Come in Special Flavors Company. Pliars	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

WHAT ARE SOME THINGS YOU COULD OR COULDN'T DO IF YOU HAD A MISSING LIMB? DATE _____

THINGS I CAN DO MISSING AN ARM(S):

_____

_____

_____

_____

THINGS I CANNOT DO MISSING AN ARM(S):

_____

_____

_____

_____

THINGS I CAN DO MISSING A LEG(S).

_____

_____

_____

_____

THINGS I CANNOT DO MISSING A LEG(S):

_____

_____

_____

_____

OCCUPATIONS I CAN HAVE MISSING A LIMB:

_____

_____

_____

_____

OCCUPATIONS I CANNOT HAVE MISSING A LIMB:

_____

_____

_____

_____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about cancer.

PERFORMANCE OBJECTIVES

Upon completion of activity students will be able to identify two causes of cancer and three danger signals.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads classroom discussion about cancer. 1. Tissue in the body normally grows and renews itself by an orderly process called cell division. When cell division goes out of control in a disorderly fashion, a tumor forms which can be benign or malignant. The uncontrolled growth of these malignant cells crowds out healthy tissue and eventually interferes with vital functioning. Cells from the original cancer site have a tendency to enter the bloodstream. By this route, malignant cells can be carried to other parts of the body. 2. The causes of cancer are still unknown but researchers suspect: a. Infection from a virus b. Delayed reaction to previous viral infection. c. Certain conditions and/or habits (smoking - air pollution = lung cancer), (over exposure to the sun = skin cancer).	Kit - Cancer - A Challenge to Youth Kit - Cancer - Early Start to Good Health Kit - Health Network Nature of Cancer Take Joy American Cancer Society, 2551 San Diego Ave., Suite B150, San Diego, CA	

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. continued 3. Some danger signals are: a. Any persistent lump b. Unusual growth or discoloration c. Unexplained weight loss d. Persistent hoarseness e. Sores that do not heal f. Unusual discharge or bleeding g. Indigestion or difficulty in swallowing h. Change in wart or mole i. Nagging, persistent cough		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the heart.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three causes of a heart condition.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher leads a class discussion about the strongest muscle in the body, the heart. 1. It beats over 55,000 times each day. 2. It pumps blood through 60,000 miles of vessels. 3. Arteries carry blood away from the heart. a. Aorta - carries blood to the body. b. Pulmonary - carries blood to the lungs. 4. Veins carry blood to the heart. a. Pulmonary - carries blood from the lungs. b. Inferior venacava - carries blood from the lower body parts. c. Superior venacava - carries blood from upper body parts. 5. The heart is divided into four (4) chambers. a. The top half has the right and left auricles. b. The bottom half has the right and left ventricles. *See prepared worksheets pp 96 - 102.*	Heart Model Systems of the Human Body, Milliken Publishing Co. Circulatory System Model	Glemser, All About the Human Body, Random House.

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. Using a stethoscope, have the students pair off (with their same sex) in groups. Instruct the students to count their own heartbeats for 60 seconds and compare the number to their companions. (A paper cup with the open end placed against the chest can be used in substitute of the stethoscope.)	Stethoscope Paper Cups	
C. Have each student count their own pulse rate and compare it to other students, friends, parents, etc.		
See prepared worksheet p 103.		
D. The teacher leads a class discussion on what can cause a heart condition.		
1. Premature birth		
2. Congenital birth defects		
3. Heredity		
4. Rubella		
5. Rheumatic fever		

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

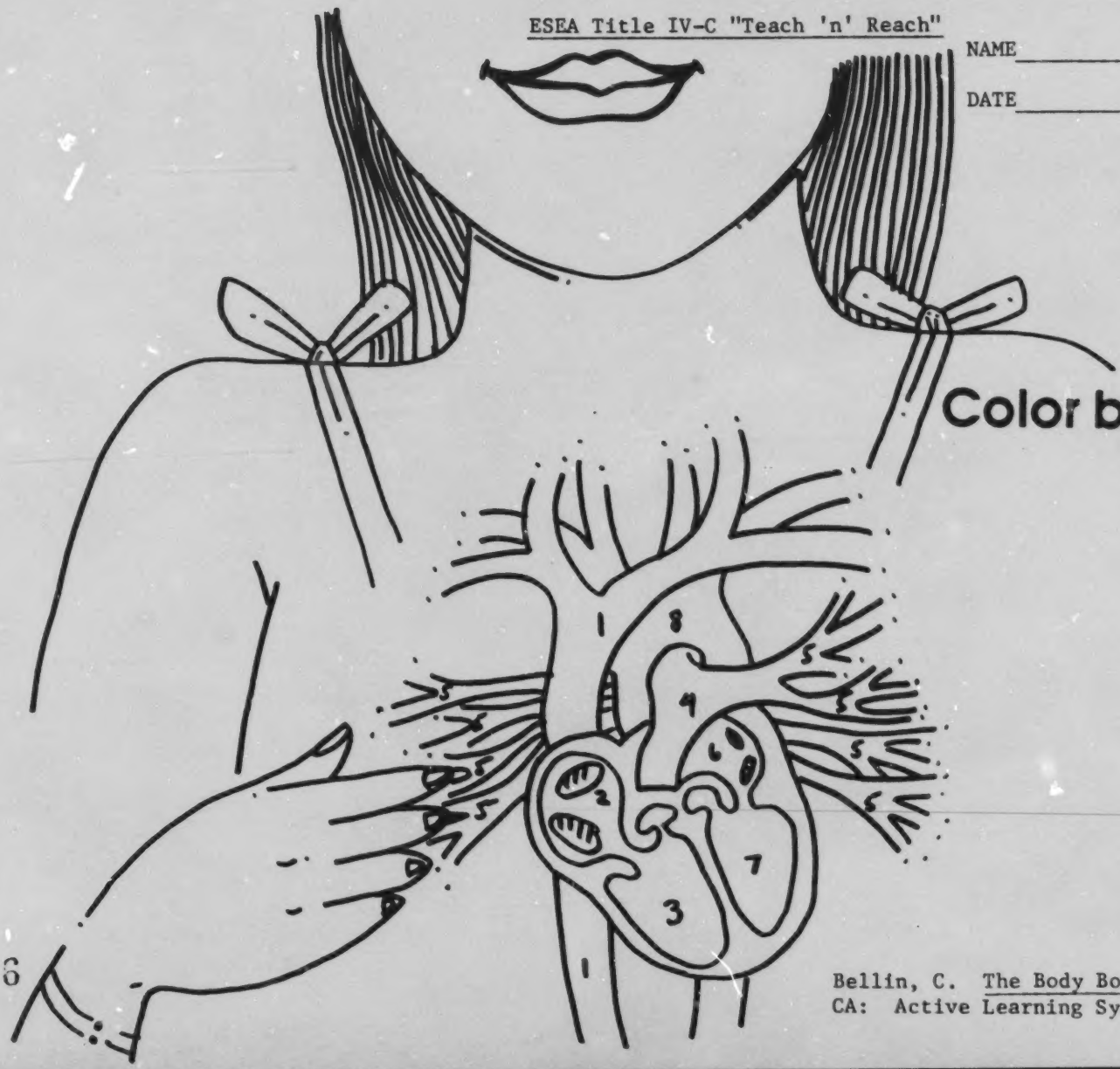
ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. continued		
6. Heart attack		
7. Obesity		
8. Poor eating habits		

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____



Color by Number

1=red
2=pink
3=orange
4=yellow
5=dark green
6=light green
7=blue
8=purple

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

Heart Throb

NAME_____

DATE_____

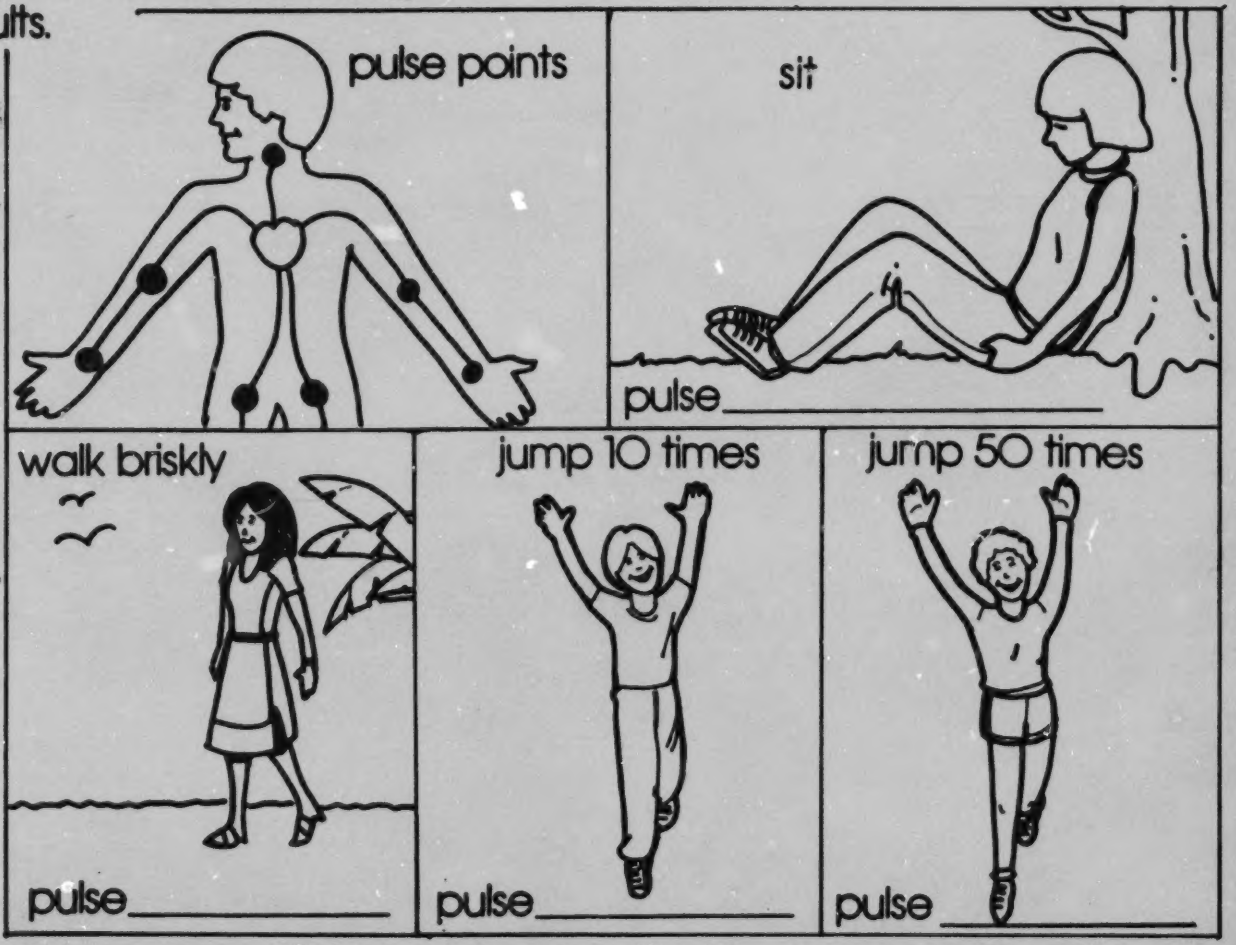
How fast does your heart beat? Find your pulse at one of the pulse points shown in the picture. Take your pulse immediately after doing each of the following activities and record your results.

When did your pulse beat the fastest? _____

When was it the slowest?

_____

Think up some other activities. Measure your pulse after each one.



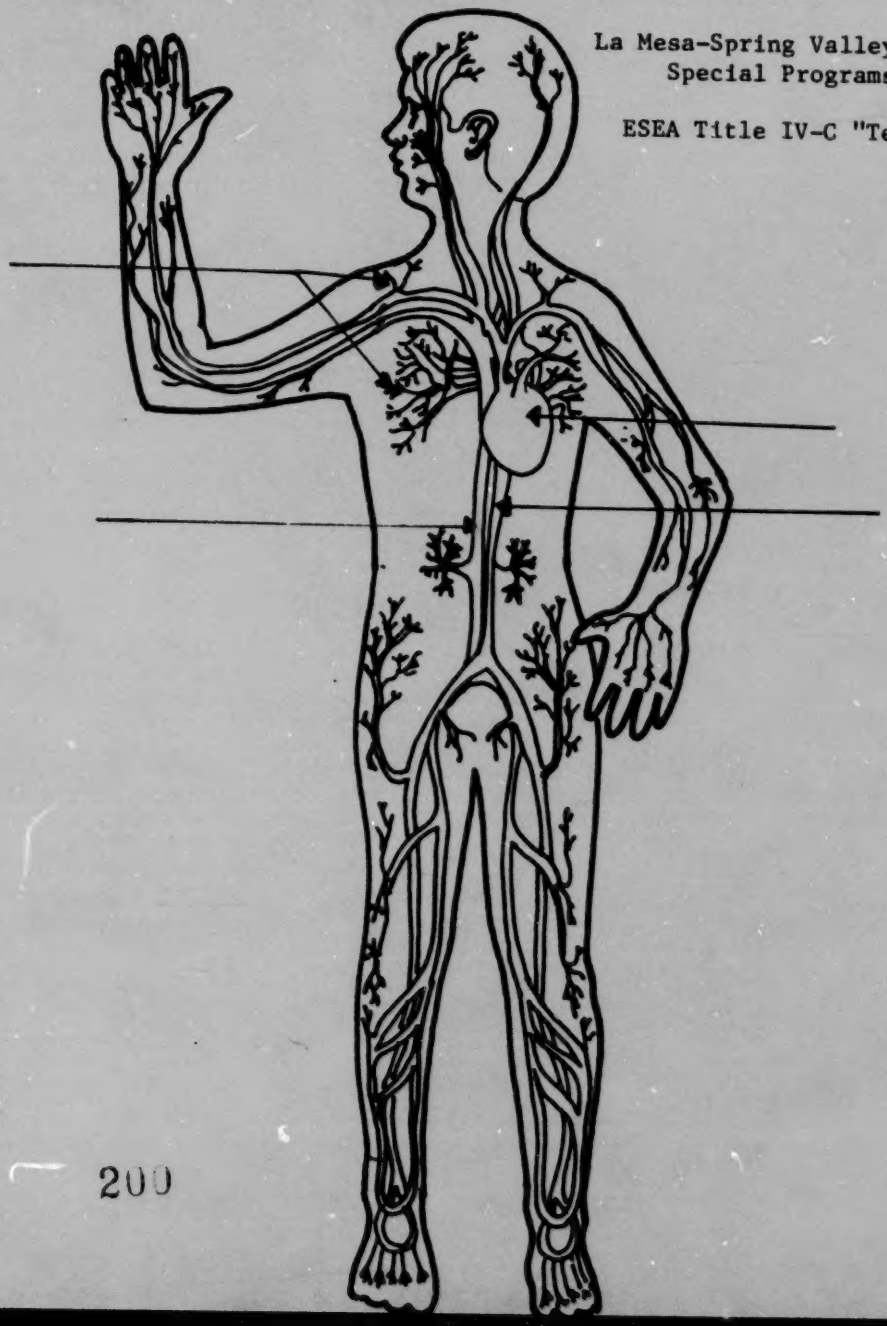
Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____



The Circulatory System

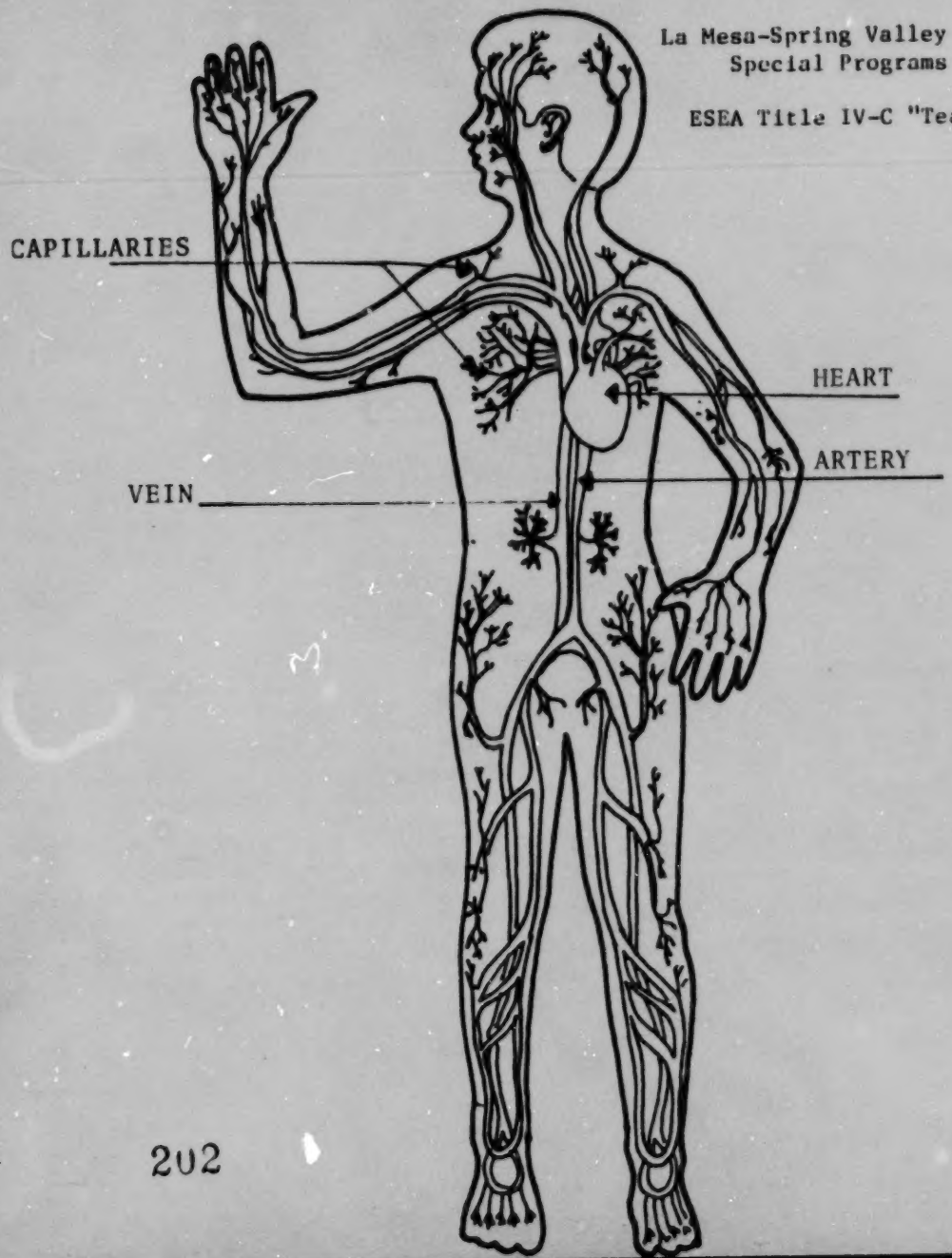
Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



The Circulatory System

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

TEACHER'S COPY

Blood Map

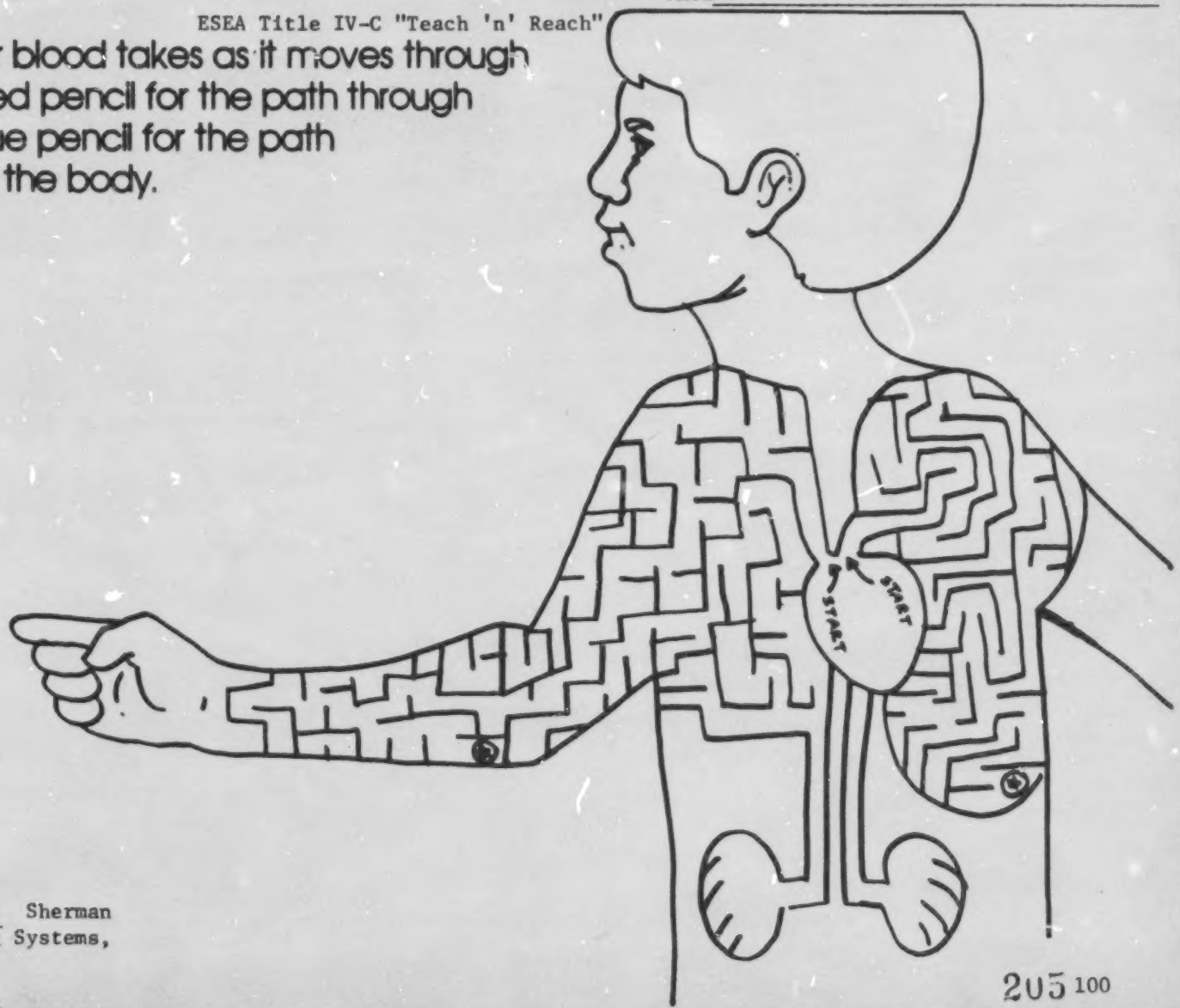
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

Find the paths your blood takes as it moves through your body. Use a red pencil for the path through the lungs and a blue pencil for the path through the rest of the body.



Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

Circulate With Words

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

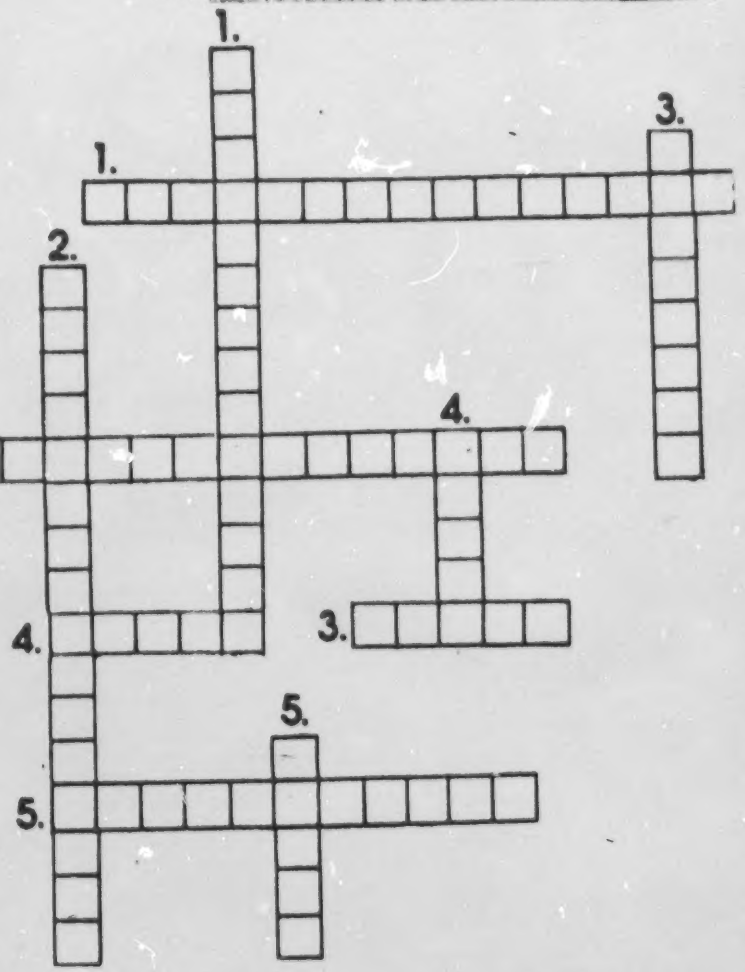
DATE _____

ACROSS

1. Artery carrying blood to the lungs.
2. Vein that empties blood from the upper part of the body into the heart.
3. Muscle that pumps blood through the body.
4. Tubes that carry blood toward the heart.
5. Tiny tubes that connect the arteries to the veins.

DOWN

1. Veins that empty blood from the lungs into the heart.
2. Veins that empty blood from the lower part of the body into the heart.
3. That which carries blood away from the heart.
4. The artery that carries blood out to the body.
5. The fluid that circulates in the heart, arteries, veins and capillaries.



Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

Circulate With Words

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

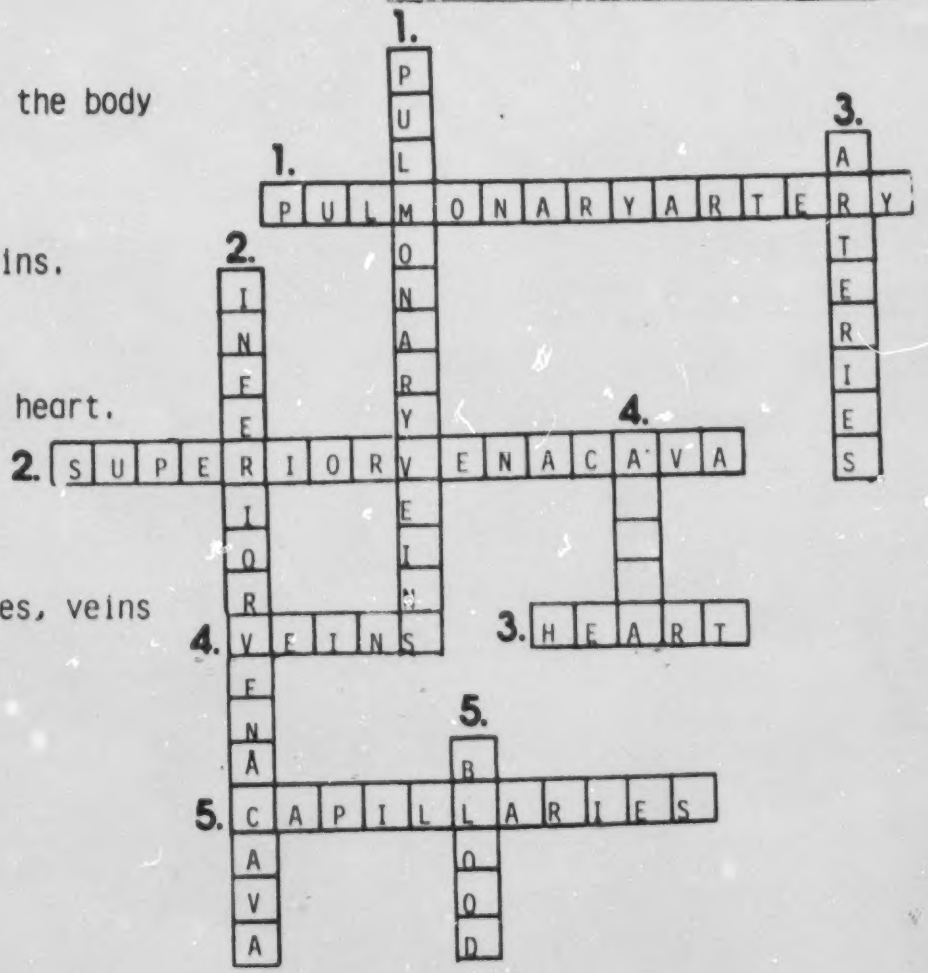
DATE _____

ACROSS

1. Artery carrying blood to the lungs.
2. Vein that empties blood from the upper part of the body into the heart.
3. Muscle that pumps blood through the body.
4. Tubes that carry blood toward the heart.
5. Tiny tubes that connect the arteries to the veins.

DOWN

1. Veins that empty blood from the lungs into the heart.
2. Veins that empty blood from the lower part of the body into the heart.
3. That which carries blood away from the heart.
4. The artery that carries blood out to the body.
5. The fluid that circulates in the heart, arteries, veins and capillaries.



203

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

THE HEART AND PULSE

	ME	TEACHER	PARENT	FRIEND
NUMBER OF HEART BEATS PER 60 SECONDS				
NUMBER OF PULSE BEATS (Neck) PER 60 SECONDS				
NUMBER OF PULSE BEATS (Wrist) PER 60 SECONDS				

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about asthma.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify two causes of asthma.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads discussion about the symptoms of asthma. 1. Individual feels tightness in his/her chest. 2. He/she wheezes, coughs and may have difficulty breathing. B. Teacher leads discussion about the cause of asthma. 1. Infection of nose, sinuses, bronchi or lungs. 2. An allergic reaction. a. Pollens b. Dust c. Animal fur, wool d. Food *See prepared worksheets pp 105 - 112.*	Systems of the Human Body, Milliken Publishing Co., St. Louis, MO Filmstrip - Like You, Like Me "Its Up To Me"	

212

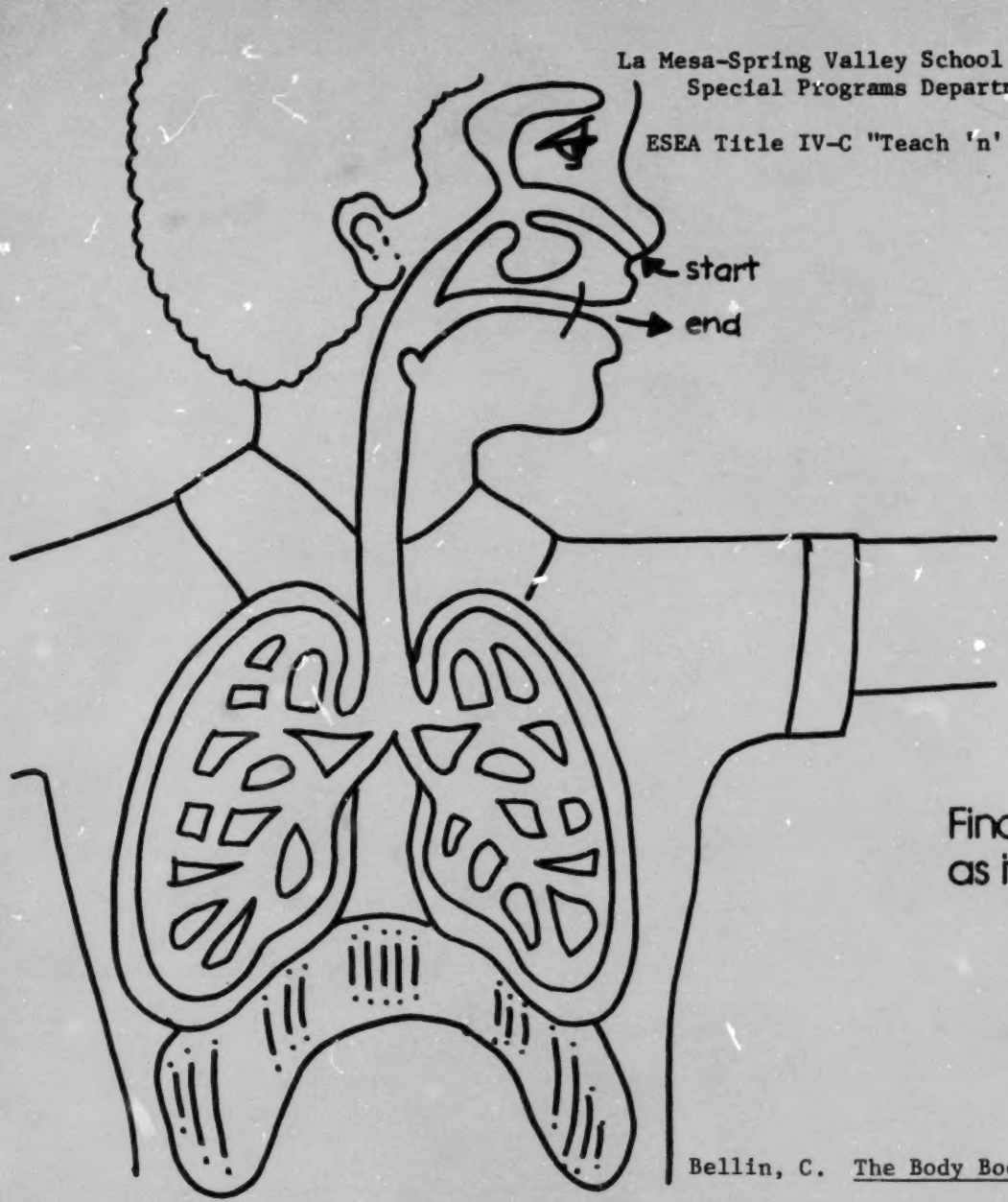
213

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



Air Map

Find the path the air takes
as it moves through the respiratory system.

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

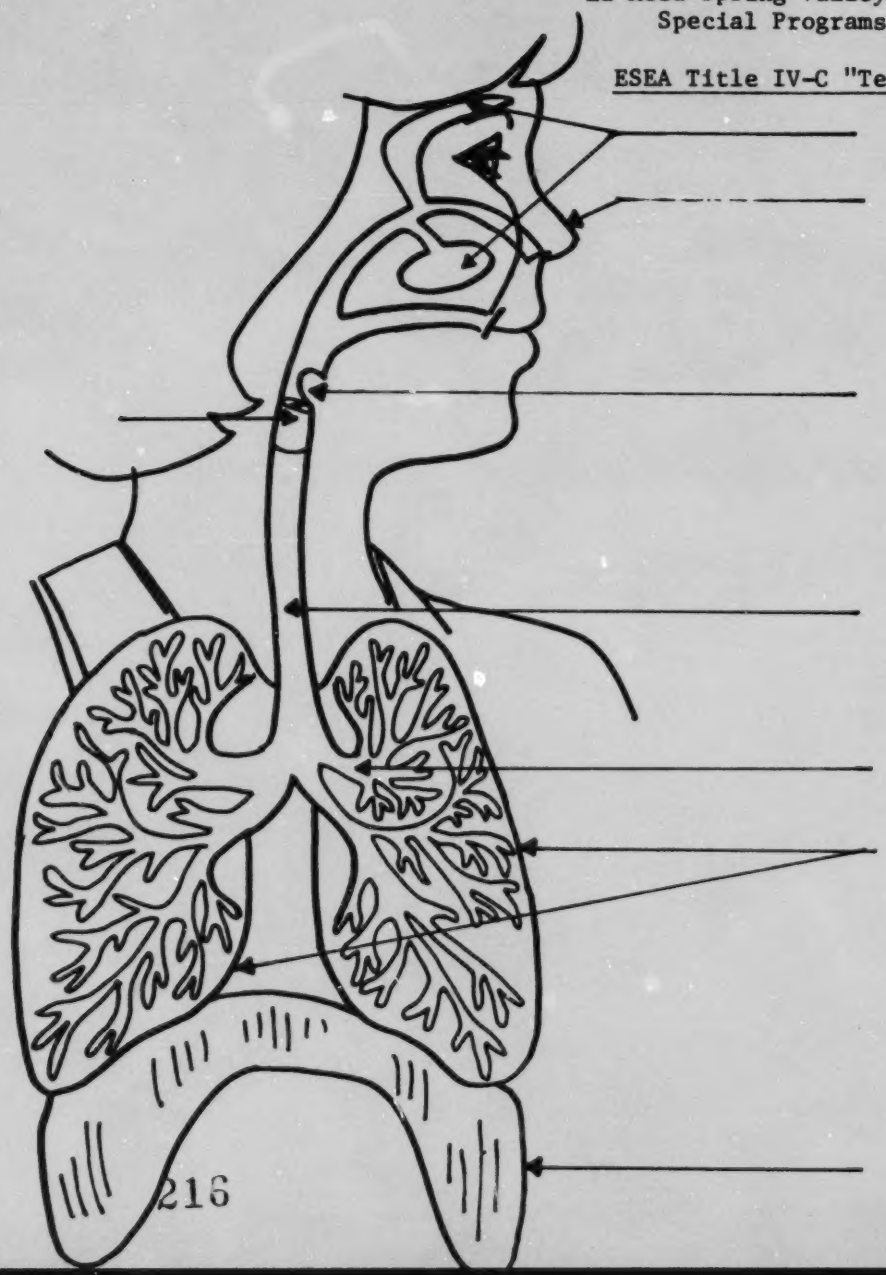
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

The Respiratory System



Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

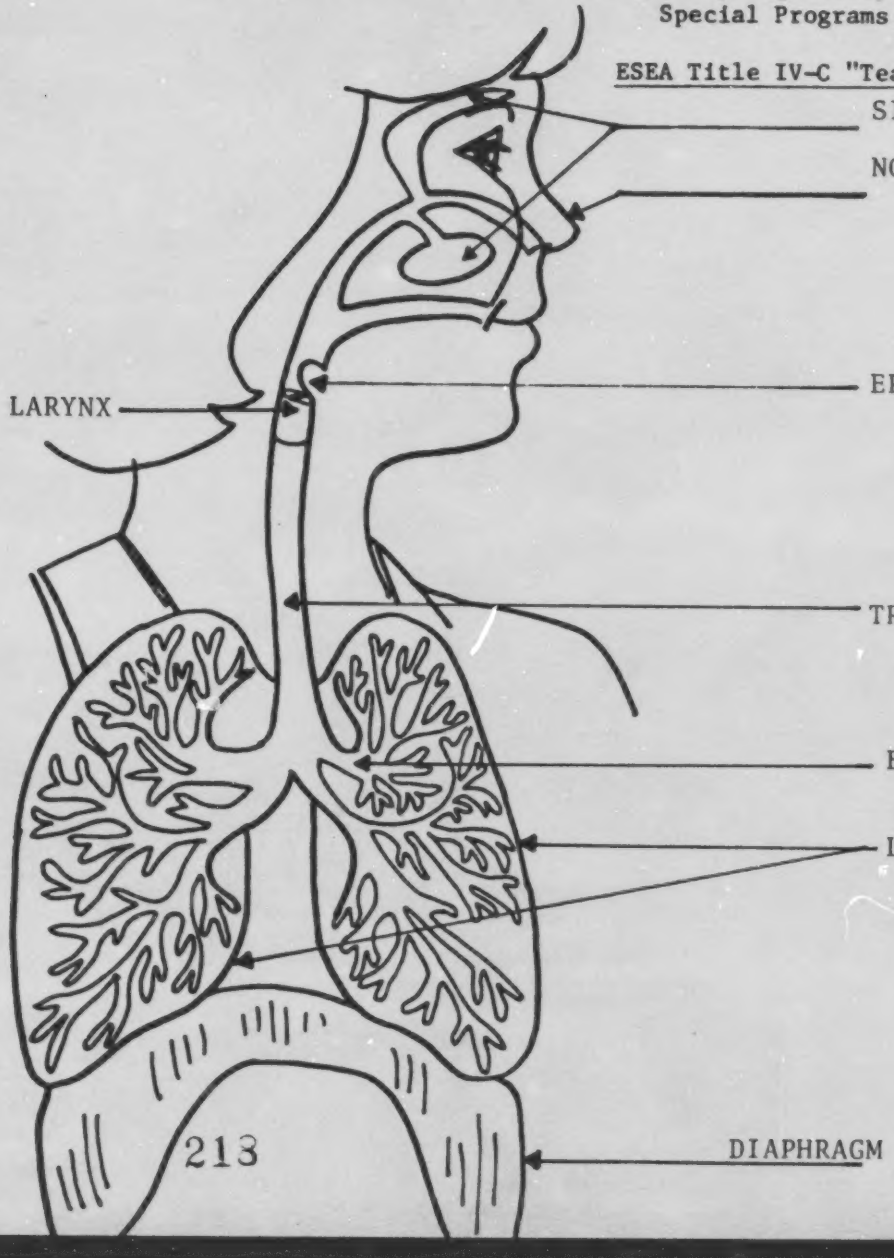
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

The Respiratory System



213

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

213

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

The Breath Connection

Connect the dots to draw your respiratory system.

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

gunls

snoe

ussnise

chraeta

lpgtsitoei

apdagmhri

cbnrolaih
bstue

xlryan

222

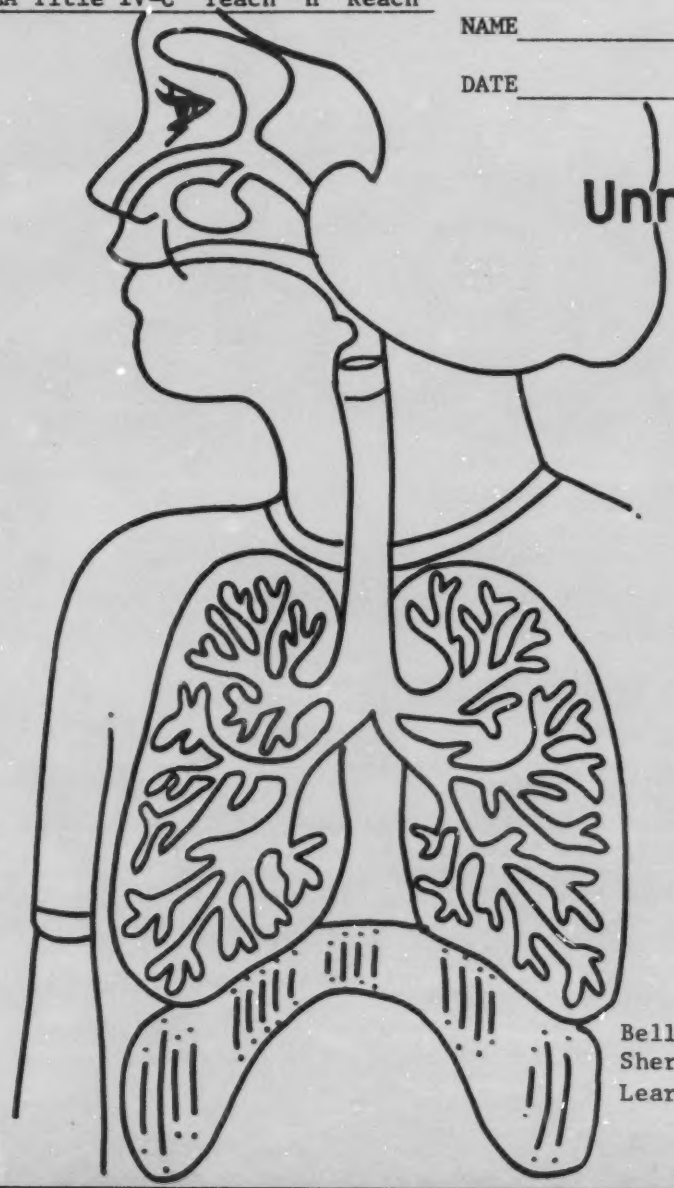
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

Unmix and Match



UNSCRAMBLE THE WORDS, THEN DRAW A LINE FROM EACH WORD TO THE CORRECT PART OF THE RESPIRATORY SYSTEM.

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

223

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

Unmix and Match

UNSCRAMBLE THE WORDS, THEN DRAW A LINE FROM EACH WORD TO THE CORRECT PART OF THE RESPIRATORY SYSTEM.

gunls — LUNGS

snoe — NOSE

ussnise — SINUSES

chraeta — TRACHEA

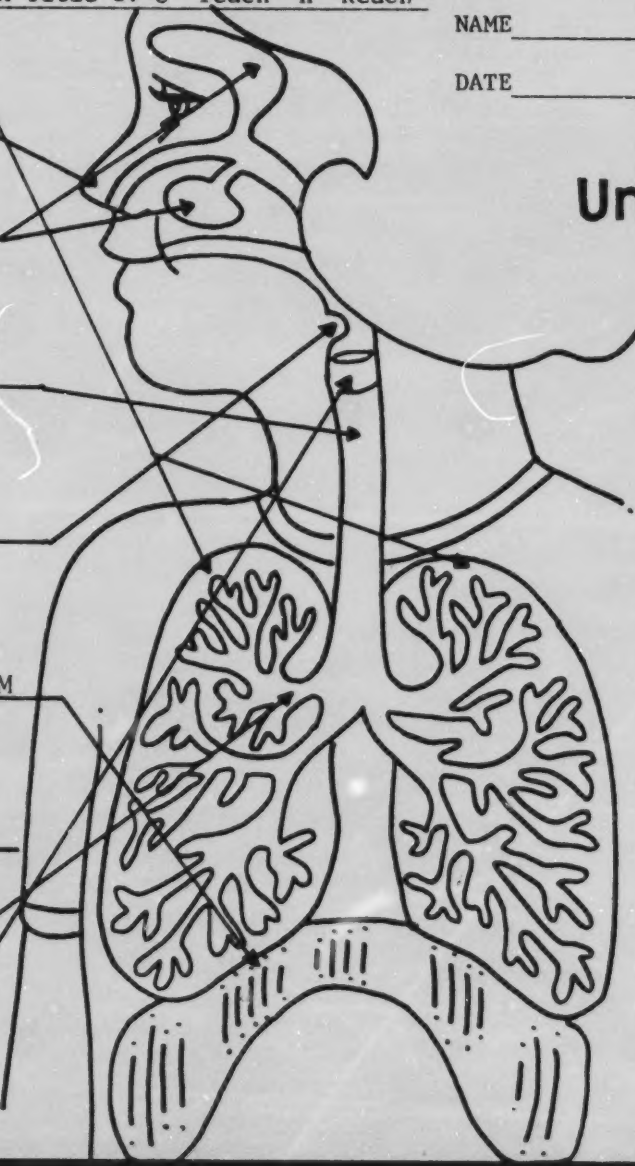
lpgtsitoei — EPIGLOTTIS

apdagmhri — DIAPHRAGM

cbnrolaih — BRONCHIAL

bstue — TUBES

xlryan — LARYNX



TEACHER'S COPY

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

Respiratory Rebus

Solve each problem by writing the names of the picture clues and adding or subtracting letters according to the signs.

-eaf +

-s +

-las =

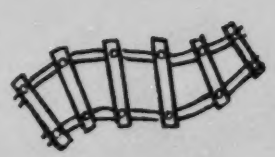
-al +

-ple +

-eat +

-nel +

-ar =


-ck +

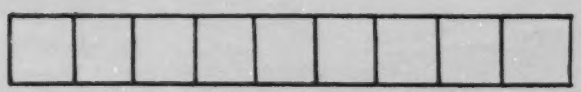
-eck +

-sl =

-hrt +

-fa +

-brh =



Bellam C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

Respiratory Rebus

Solve each problem by writing the names of the picture clues and adding or subtracting letters according to the signs.

-eaf +

-s +

-las =

L	U	N	G	S

-al +

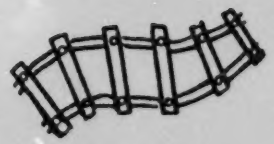
-ple +

-eat +

-nel +

-ar =

D	I	A	P	H	R	A	G	M


-ck +

-eck +

-sl =

T	R	A	C	H	E	A

-hrt +

-fa +

-brh =

S	I	N	U	S

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student knowledge and awareness about the physically disabled.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to list three ways the disabled could appear in advertisements.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Have students look in the newspaper or magazines which have a lot of pictures and/or advertisements. 1. Cut out all pictures and ads about people. 2. As a class participation, count how many ads or pictures there were about: a. Blacks b. Chicanos c. Caucasians d. Elderly e. Babies f. Disabled *See prepared worksheet p 115.* B. Students watch television for commericals, with or about, the disabled. Students could design their own television commercial or magazine advertisement. C. Have students make up their own situational comedy in which a disabled person appears in a non-stereotyped way.	Magazines Newspapers	Barnes, Ellen, What's the Difference? Human Policy Press, Syracuse, NY, 1978.

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES	NOTES
(continued)	

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. continued Have students write roles and perform them in class and then discuss the results of the production.		
D. Have students check their newspapers and magazines for any news involving handicapped persons. Have students share these with classmates and then make a class bulletin board.	Magazines Newspapers	
E. Have students write an essay entitled, "I'm the same as someone with a physical handicap because . . ." Read essays aloud and add these to the class bulletin board.		

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

RESOURCE	DESCRIPTION	PURPOSE
1. Good Housekeeping	Baby/Caucasian	Diapers
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

231

235

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student knowledge and awareness about the various types of health impairments, orthopedic and physical disabilities.

PERFORMANCE OBJECTIVES

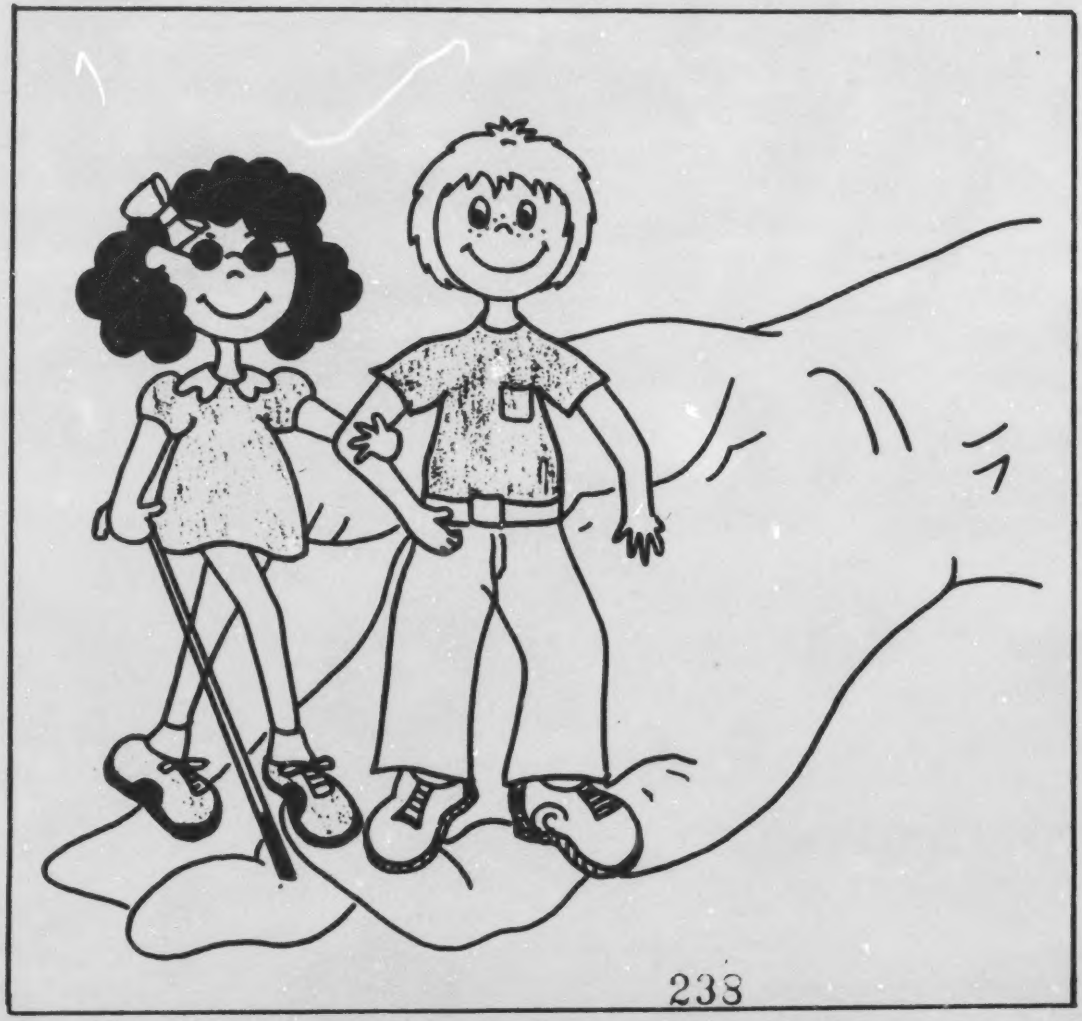
Upon completion of activities students will demonstrate a more accepting attitude and increased knowledge about the disabled.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. A disabled individual or a panel of people with various kinds of disabilities might be invited to discuss the problems encountered due to their disability and the adjustments that must be made. B. A field trip should be organized whereby the students can interact with disabled individuals at work, in school or at home. C. As a class or school activity students could raise money for physical and/or health impaired agencies. 1. Walk-a-thon 2. Collect newspapers 3. Collect tin cans			

236

237

VISUALLY IMPAIRED



La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

VISUALLY IMPAIRED

Teachers have frequently encountered visually impaired youngsters in their classrooms. In the past, visual impairments in the classroom varied from a child with a lazy eye to a child who has myopia or strabismus.

Many times the youngster who is fitted for glasses may become self-conscious due to the occurrence of name calling (i.e. "four eyes") which may emphasize his difference in appearance. However, this child is still successfully assimilated into the regular classroom.

As a reflection of the current educational climate, regular classes have begun to accommodate the legally blind - both partially sighted and the blind. Presently in the United States, there are 33,000 school-aged visually impaired children.

As students with severe visual impairments continue to be integrated into the regular classroom, it will be necessary for children to be provided with additional knowledge and awareness about this disability. The following instructional units have been designed to increase student knowledge as well as stimulate and expand student acceptance of the visually impaired.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

QUIZ QUESTIONS - VISUALLY IMPAIRED

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. Diabetes is the major cause of blindness . . . . . TRUE FALSE

2. A stylus is used with a Brailler . . . . . TRUE FALSE

3. A TDD is used to test your vision. . . . . TRUE FALSE

4. The colored portion of the eye is the lens . . . . . TRUE FALSE

5. An optomotrist examines the eyes to identify visual problems . . . . . TRUE FALSE

6. The pupil is an opening that admits light into the eye. . . . . TRUE FALSE

7. The Snellen is on the retina of the eye. . . . . TRUE FALSE

8. The cornea helps to focus the rays of light entering the eye . . . . . TRUE FALSE

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

QUIZ QUESTIONS - VISUALLY IMPAIRED

Upon completion of an eight week implementation of project "Teach 'n' Reach" unit, students will correctly answer 80% of the following questions.

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. Diabetes is the major cause of blindness . . . . . (TRUE) FALSE
2. A stylus is used with a Brailler . . . . . TRUE (FALSE)
3. A TDD is used to test your vision. . . . . TRUE (FALSE)
4. The colored portion of the eye is the lens . . . . . TRUE (FALSE)
5. An optometrist examines the eyes to identify visual problems . . . . . (TRUE) FALSE
6. The pupil is an opening that admits light into the eye . . . . . (TRUE) FALSE
7. The Snellen is on the retina of the eye. . . . . TRUE (FALSE)
8. The cornea helps to focus the rays of light entering the eye . . . . . (TRUE) FALSE

TEACHER'S COPY

242

243

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge of the anatomical structure of the eye.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three anatomical structures of the eye.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students will investigate a model of the eye. Anatomical identification will be made of its various parts. *See prepared worksheets pp 122 - 123.* B. For the students to develop a better understanding of the eye and how it works, the teacher can make a comparison of the eye to a camera. CAMERA / EYE lens — focuses rays of light — cornea shutter — lets in light — pupil film — records the information — brain eye piece — protects the eye — eye lid focus — focuses the image — retina *See prepared worksheet pp 124 - 127.*	Eye Model Camera MP See Better - Healthy Eyes. (pi 11 min.) MP Your Eyes. (ih 7 min.) Systems of the Human Body. Milliken Publishing Co. St. Louis, MO.	

244

245

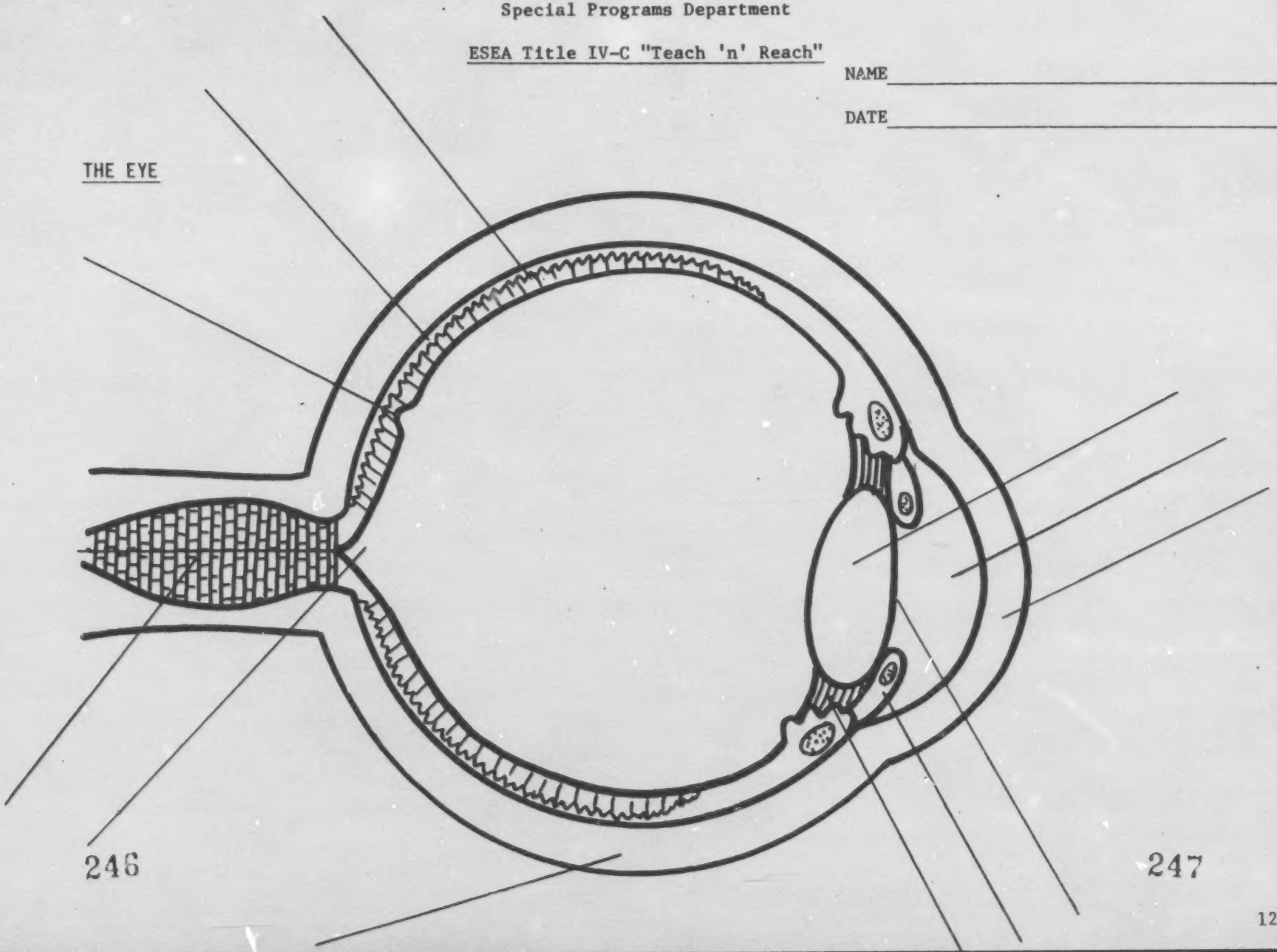
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

THE EYE



246

247

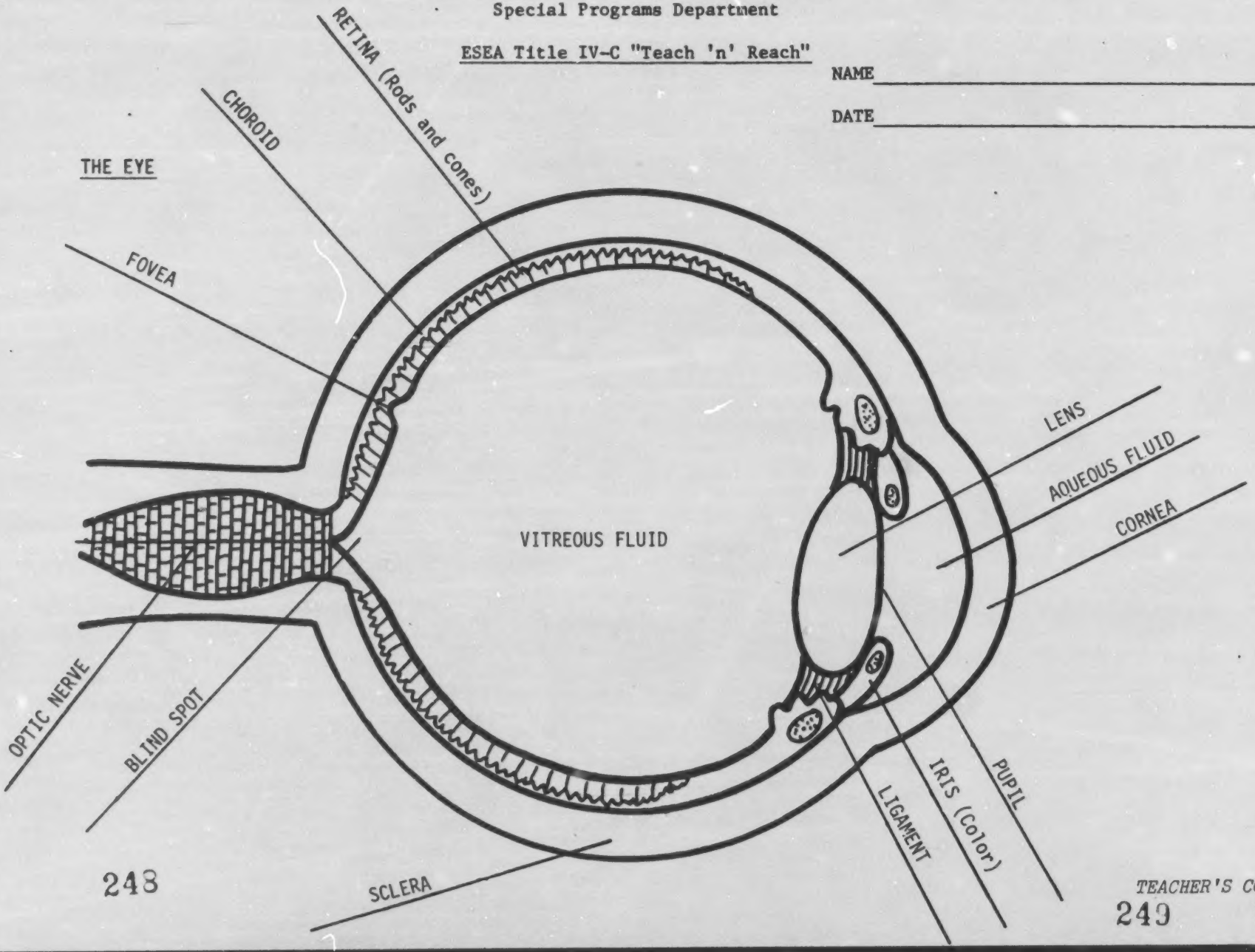
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

THE EYE



TEACHER'S COPY

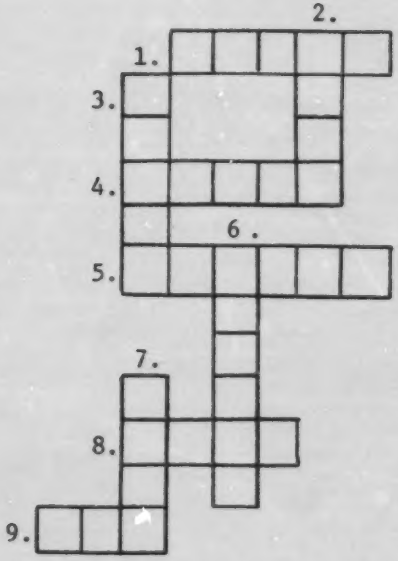
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

THE EYE



ACROSS

1. Dark spot in center of iris
4. Keeps eyes clean and wet
5. Transparent part in front that lets light pass through
8. This is found behind the pupil
9. What we do with our eyes

DOWN

2. The colored part of the eye
3. Images go along this nerve to the brain
6. Rods and cones are found here
7. A color of the iris

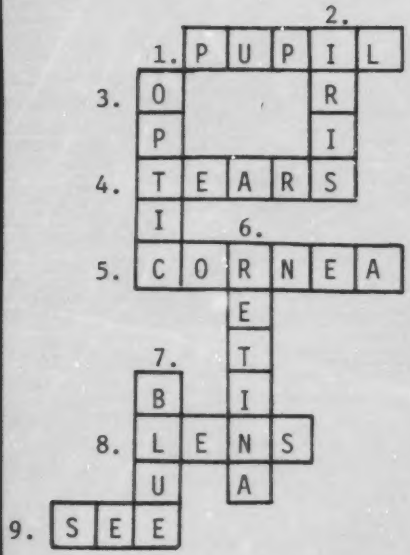
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

THE EYE



ACROSS

1. Dark spot in center of iris
4. Keeps eyes clean and wet
5. Transparent part in front that lets light pass through
8. This is found behind the pupil
9. What we do with our eyes

DOWN

2. The colored part of the eye
3. Images go along this nerve to the brain
6. Rods and cones are found here
7. A color of the iris

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

A	B	C	D	O	P	T	O	M	E	T	R	I	S	T	G	H	I	J	K
M	B	G	F	M	K	J	A	G	Y	E	M	X	B	C	W	O	T	K	L
L	R	C	E	W	L	G	T	O	E	B	O	F	Z	A	F	P	S	O	M
K	L	H	D	O	N	E	Y	E	L	A	S	H	E	S	R	A	I	P	N
J	K	I	P	I	M	I	V	F	I	H	R	Y	N	T	O	V	R	S	O
I	G	H	F	O	N	H	B	M	D	M	B	E	A	Y	P	W	I	T	P
G	U	I	D	E	D	O	G	Q	S	Z	L	O	T	L	E	N	S	V	Q
A	E	G	H	Y	P	G	L	R	T	L	I	D	Q	U	Y	K	P	W	R
R	I	W	X	E	Q	F	M	T	E	O	N	F	M	S	E	L	O	X	S
E	T	A	L	S	R	E	W	N	Z	L	D	Z	R	F	B	D	L	Z	T
G	Y	Z	A	B	C	D	C	Z	Q	R	T	P	W	R	A	F	A	C	U
F	A	V	W	R	S	H	O	B	P	W	O	V	X	T	L	P	E	Q	V
E	B	U	B	R	A	I	L	L	E	Y	Q	I	A	J	L	R	Z	L	W
D	C	T	B	R	T	Q	P	G	V	F	M	S	C	K	M	Z	C	Z	X
C	D	S	T	U	N	N	E	L	V	I	S	I	O	N	Q	S	F	T	Y
B	E	R	W	V	U	R	S	A	F	T	M	O	B	I	L	I	T	Y	Z
A	F	Q	A	B	O	G	F	S	Q	M	T	N	R	C	Z	G	I	Z	A
Z	G	P	P	U	P	I	L	S	R	B	Q	R	G	O	T	H	J	P	B
Y	H	U	M	I	T	O	S	E	B	T	Z	O	V	R	E	T	I	N	A
X	I	N	B	A	U	C	A	S	O	P	T	I	C	N	E	R	V	E	C
W	J	M	O	F	G	M	Q	F	Z	F	W	O	T	E	A	R	S	L	D
V	K	L	P	T	O	P	N	B	S	E	Y	E	L	A	S	H	E	S	E
U	T	S	C	A	N	E	R	Q	S	L	A	T	E	K	J	I	H	G	F

252

CROSS OUT THESE WORDS AS YOU FIND THEM:

Optometrist
Braille
Snellen Chart
Blind
Guide Dog
Tunnel Vision
Magnifier
Eyes
Vision
Stylus
Cane
Mobility
Sight
Cornea
Retina
Iris
Pupil
Optic Nerve
Eyelids
Eyelashes
Tears
Eyeball
Slate
Lens
Glasses

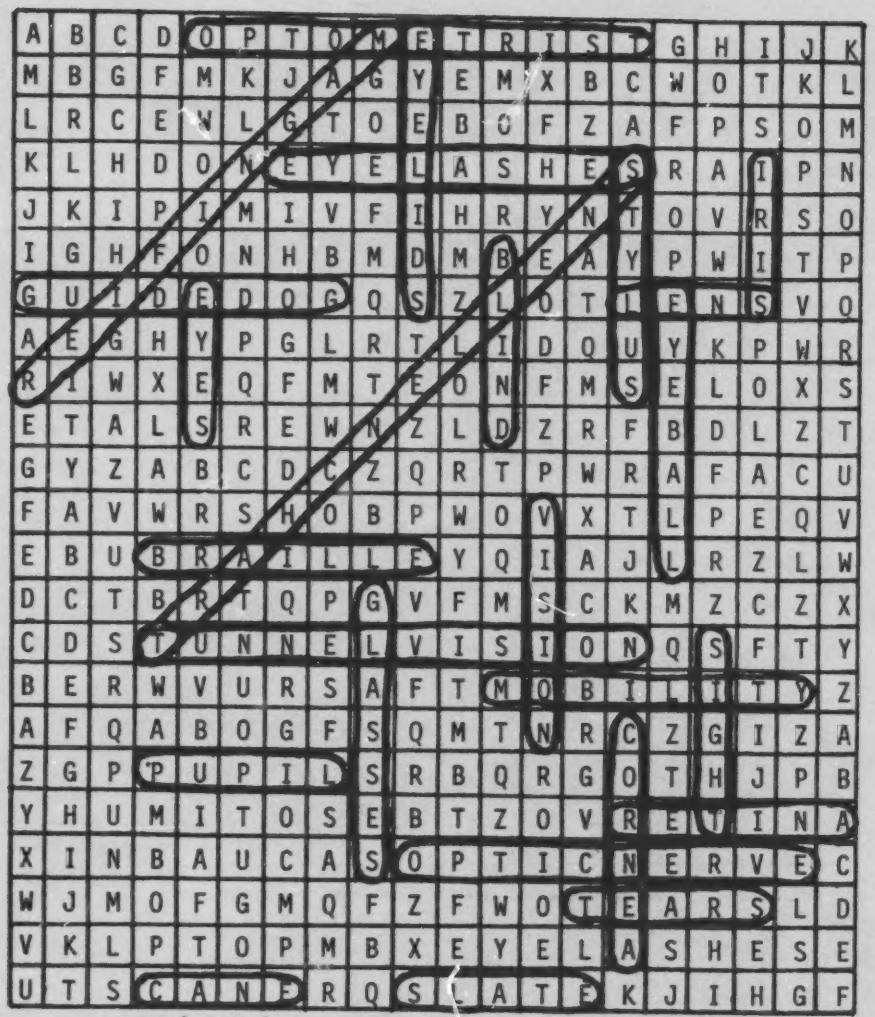
253

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



254

CROSS OUT THESE WORDS AS YOU FIND THEM:

Optometrist
Braille
Snellen Chart
Blind
Guide Dog
Tunnel Vision
Magnifier
Eyes
Vision
Stylus
Cane
Mobility
Sight
Cornea
Retina
Iris
Pupil
Optic Nerve
Eyelids
Eyelashes
Tears
Eyeball
Slate
Lens
Glasses

253

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge about the care of the eyes.

PERFORMANCE OBJECTIVES

Upon completion of activities the students will be able to identify three ways to care for their eyes.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher should lead class discussion about the care and treatment of the eye. Example suggestions: 1. Reading or writing in poor light (light should be above and behind shoulder). 2. Reading for a length of time (look up into the distance to provide relief for tiring eyes). 3. Dust or foreign body in the eye (request assistance from school nurse or another adult). 4. Children should never wear another child's prescription or nonprescription glasses. B. Needless injuries occur to the eye. Teacher should lead class discussion about: 1. Striking the eye (black eye). 2. Blowing on the eye.	MP Eyes Are for Seeing (pu 9 min.) MP Glasses for Susan (pi 13 min.) MP Health - Eye Care Fantasy (pi 8 min.) FS - Hello Everybody, Part 2 FS - Like You, Like Me - "See What I Feel" Naylor, P. Jennifer Jean, the Cross-Eyed Queen. Lerner, 1976.	

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. Needless injuries, continued 3. Chemical burns. 4. Eye wounds. C. Children will take turns pantomiming different harmful activities to the eye. The remaining class will guess what the activity is and then tell how to care for the eye. D. Teacher should lead a class discussion about the ways in which the eye protects itself. 1. Tears 2. Blinking 3. Eyelashes	Goodsell, J. Katie's Magic Glasses. Houghton Mifflin, 1965. Wolff, A. Mom, I Need Glasses. Lion, 1970.	

253

259

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge about vision impairments.

PERFORMANCE OBJECTIVES

Upon completion of activities, students will be aware of basic types and causes of vision impairments.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads discussion to describe the visual process. 1. A total process involved in interpreting and perceiving the acuity of: a. size b. color c. depth d. shape e. number 2. Any damage or loss of acuity causes partial sightedness to total blindness. a. distortion b. blurry c. tunnel d. blind (continued)	Kit - What If You Couldn't...? Visual Impaired Unit, Selective Educational Equipment, Inc. Kit - Accepting Individual Differences, Developmental Learning Material. Kit - Kids Come In Special Flavors, The Kids Come In Special Flavors Company.	Orlansky, M. Mainstreaming the Visually Impaired Child, Learning Concepts 2501 N. Lamar Austin, Texas. pp 3-6. San Diego Service Center for the Blind 5922 El Cajon Blvd. San Diego, CA 92117 Barnes, E. What's the Difference, Human Policy Press, NY, 1978. p 149.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. Teacher leads discussion on causes of visual damage. 1. Cataracts (hardening of the lens) 2. Glaucoma (too much pressure of fluid on eye) 3. Diabetes (detached retina) 4. Birth defects (Rubella, RH negative) 5. Myopic (nearsighted) 6. Strabismus (cross-eyed) 7. Hyperopia (farsighted) C. Teacher leads discussion on signs that indicate visual problems. 1. Squinting 2. Holding reading materials closer than normal. 3. Sitting close to a television.	MP - "Not Without Sight" American Foundation for the Blind (u 20 min.) MP A Thousand Eyes (pu 20 min.) MP You And Your Eyes (pu 20 min.)	

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. continued		
4. Unable to read billboards or road signs as easily as other family members.		
5. Frequently rubbing ones eyes.		
6. Closing one eye.		
7. Headaches		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase students awareness and knowledge of the assessment tools used in schools for identification of the visually impaired.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify two instruments used to identify the visually impaired.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. A Snellen Chart will be shown to the class. The areas of normal acuity, 20/20 to 20/60, 20/70 to 20/200 for partially sighted and legal blindness, 20/200 or less, will be identified. *See prepared worksheet p 134.*	Snellen Chart	
B. The Titmus machine will be brought to the class for small groups to have their eyes tested.	Titmus Tester	
C. Have students make their own Snellen Chart. Using a ruler and black crayon, have students draw letters to design their own assessment tool or design one with just the letter "E" going in several directions and varying in size. *See prepared worksheet p 135.*	Black crayon Ruler	
D. Invite a small group of kindergarten children to the class. Teach the children how to move their hand to match that of the "E" shape ( ). Give the kindergarten children a vision test. *See prepared worksheet p 135.*		

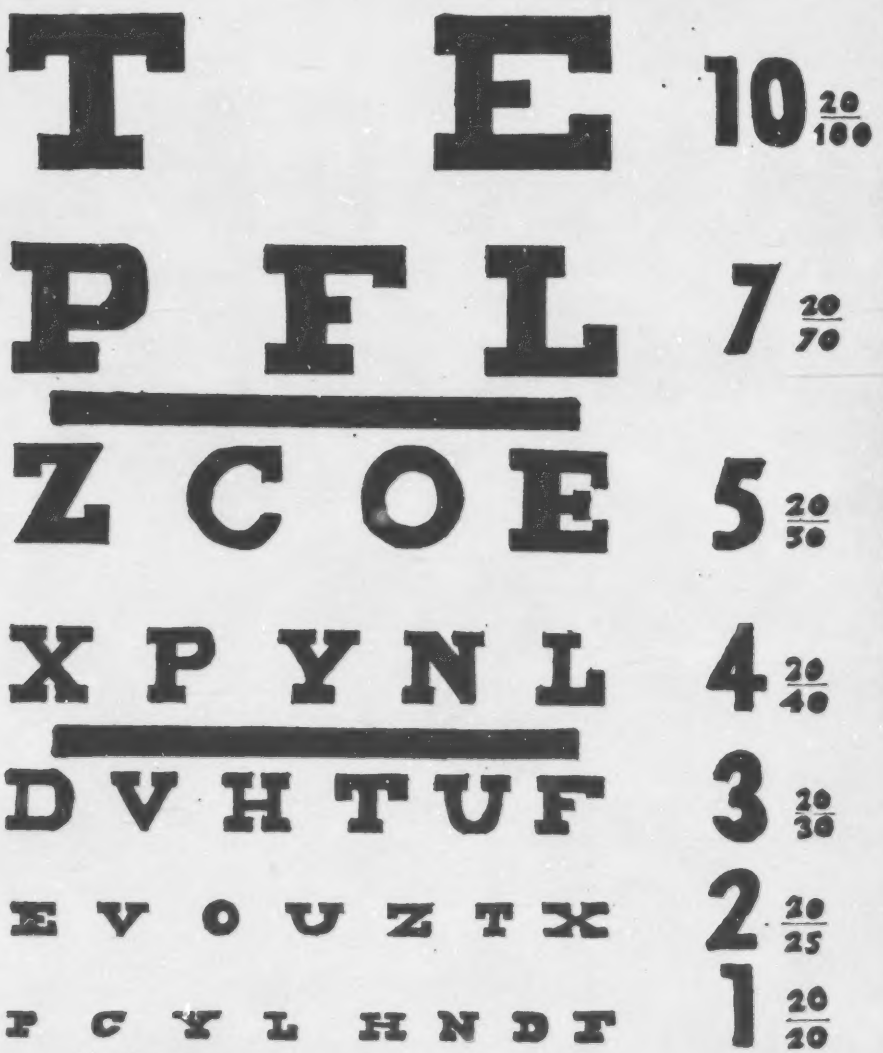
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

SNELLEN CHART*



*Snellen Chart is not original size.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

SNELLEN CHART*

*Snellen Chart is not original size.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness of other senses used by the visually impaired.

PERFORMANCE OBJECTIVES

Upon completion of activities student will identify three out of five items using a sense other than vision.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher produces a flower (or cookie) and begins to talk on the sense of touch, hearing, smell and taste. Are they important? What could a blind person learn by using his/her senses?	Flower Cookie	
1. Prepare a few small plastic containers. Make holes in the caps. Fill each one with a different substance the students are familiar with. Using one container at a time, allow each student to try to identify its contents by smell. Teacher can explain that blind people can find things and identify them by the use of smell.	Small plastic containers Instant Coffee Perfume Toothpaste Salami Cocoa	
2. Blindfold one student. Have another student feed the blindfolded student several different pieces of fruit. The blindfolded student guesses what he is eating.	Cut pieces of fruit	
(continued)	Cohen, S. AID Accepting Individual Differences, Developmental Learning Materials.	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
3. Blindfold a student. Hand him/her a box full of objects. a. See if he/she can identify the objects. b. Tell them which one you want them to find. 4. Hand a blindfolded student two boxes. Each box has the same kind of objects. Example: Large primary pencil and a #2 yellow pencil. a. Have students try to match objects 5. A blindfolded student tries to identify his/her coat, jacket, sweater from among three found within the class. 6. One student is selected to be blindfolded. Another student is placed in front of him/her. Using his hands on the face of the other child, the blindfolded child tries to identify the second child.	Two Boxes Miscellaneous Objects MP You and Your Senses. (pu 8 min.)	

(continued)

273

274

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
7. A student is selected to be blindfolded. Another student is selected to make a sound; tearing paper, close a cabinet door, etc. The student in front must guess the sound.		
8. Use a record or tape recording of sounds for a blindfolded student to identify.	Sound Tape Recording Record, What's Its Name, by Jean Utly, Ph.D., Distributed by MAICO and the University of Ill. Press.	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness of the senses used indoors.

PERFORMANCE OBJECTIVES

Upon completion of activities students will describe a room through use of senses other than vision.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher prepares a section of the class with a variety of items before the students arrive. Examples would be a vase of flowers, record player with record playing quietly, carpet part of the floor or add a mat, set up simple furniture (chairs, table, counters), small fan, dripping faucet, loud alarm clock, plate of cookies, glass of juice, cinnamon candy and open windows. 1. Blindfold a small group of students. Pair blindfolded and sighted students to walk into room, one pair at a time for a few minutes of exploration. May touch, taste, smell, listen. 2. Return to other section of room and describe what was found.	Flowers Record Alarm Clock Mat Cookies	

277

278

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness about adaptive methods of daily living: eating.

PERFORMANCE OBJECTIVES

Upon completion of activities students will identify problems faced by visually impaired person in eating a meal and recognize solutions.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Discuss how students eat. Example: 1. Looks at table. 2. Chooses utensil. 3. Sees food on plate. 4. Uses spoon or fork and eats. B. Blindfold half of the students. Pair them with a sighted buddy. 1. Have sighted students set the table with a plate, spoon, fork and cup of juice. 2. Have blindfolded students try to drink juice or eat popcorn, cookie or jello.	Forks Spoons Paper Plates Cups Jello (in squares) Juice Cookies Pieces of Cheese Yogurt Popcorn		

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
3. Have sighted students describe where the location of objects are as well as describe the food as on the face of a clock. 4. Have blindfolded student try again to eat. 5. While students are blindfolded have them try to identify food by touching lightly with fingers, identifying texture with fork or spoon, and taste.		

281

232

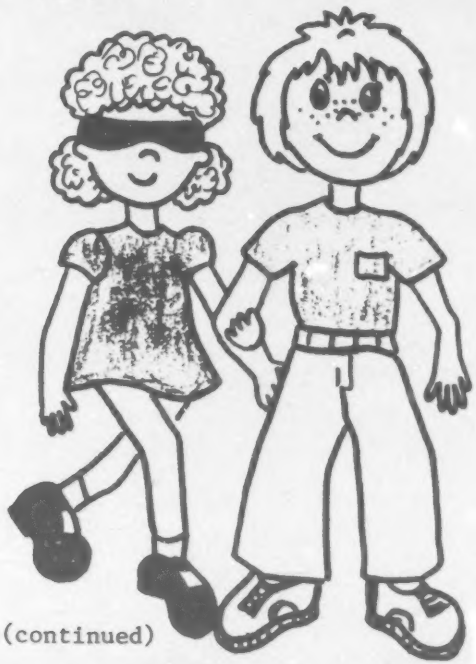
La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness of the senses used in our environment.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to describe areas through the use of senses other than vision.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Blindfold half of the students and pair them with a sighted student. Demonstrate to the class the sighted guide position.  (continued)	FS - Like You, Like Me "See What I Feel" Encyclopedia Britannica Educational Corporation. MP - People You'd Like to Know "Harold" Encyclopedia Britannica Educational Corporation. (pu 15 min.)		

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. Plan a five minute walk (in silence). Instruct the blindfolded students to identify:		
1. Sounds (machines at work, airplanes, cars)		
2. Smells (grass, dirt, wood, wet pavement, bakery)		
3. Touch (walking on cement, grass, dirt, up/down steps)		
4. Taste (water)		
C. Return to class and have the students describe the area which was walked through.		
1. Sounds		
2. Smells		
3. Textures		
4. Tastes		
5. Size		
6. Can they identify the place?		

See prepared worksheet p 144.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

SENSES

Choose a room in your house.

Stand at the door and close your eyes.

What can you hear? _____

Walk into the room.

What do you feel under your feet? _____

Are there any windows? _____

Are they open (do you feel a breeze)? _____

Touch the walls and walk around the room carefully until you come back to the door. What did you touch? _____

What did you smell? Food, books, flowers, soap? _____

Can you describe this room to your class?

They have not been there.

287

288

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge of the visually impaired (partially sighted).

PERFORMANCE OBJECTIVES

Upon completion of activities students will name and describe three techniques to aid the partially sighted individual.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students will attempt to focus and attend to a visually distorted picture on a television, overhead projector or movie projector and through discussion, will discover how they felt, what their dependency on hearing was, and what information they lost due to the distortion.	Television Overhead Projector Movie Projector	Barnes, E., What's the Difference? Human Policy Press, NY, 1978. p 36.
B. Students will tape layers of wax paper, saran wrap or baggies to the eye holes of handmade glasses. Children will do a variety of tasks while wearing masks, e.g., read a book with difficult size print, put together puzzles, walk to the bathroom.	Waxed Paper, Saran Wrap or Baggies Large Print Books	
1. Students decorate and design their own glass frames.	Cohen, S. AID Accepting Individual Differences, Visually Impaired Developmental Learning Materials. pp 23 - 25.	
See prepared worksheet p 148.		
C. Students will look through a tightly rolled piece of construction paper to enable them the experience associated with tunnel vision.	Construction Paper	
D. Hold a book with standard size print just far enough away from a student so that the letters are unclear. This is how a book looks to someone who is visually impaired. Hold up a book with larger print. Can this be read from the same distance.	Large Print Books Book With Standard Print	

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
E. Teacher explains that some people need extra help reading even though they wear glasses. Demonstrate a magnifying glass and each child can use it on a book.	Magnifier MP Glasses for Susan (pi 13 min.) MP People You'd Like To Know "Harold" (pu 20 min.) FS - Hello Everybody, Part 2 Kit - "What If You Couldn't...?" Visually Impaired Unit, Selective Educational Equipment, Inc.	

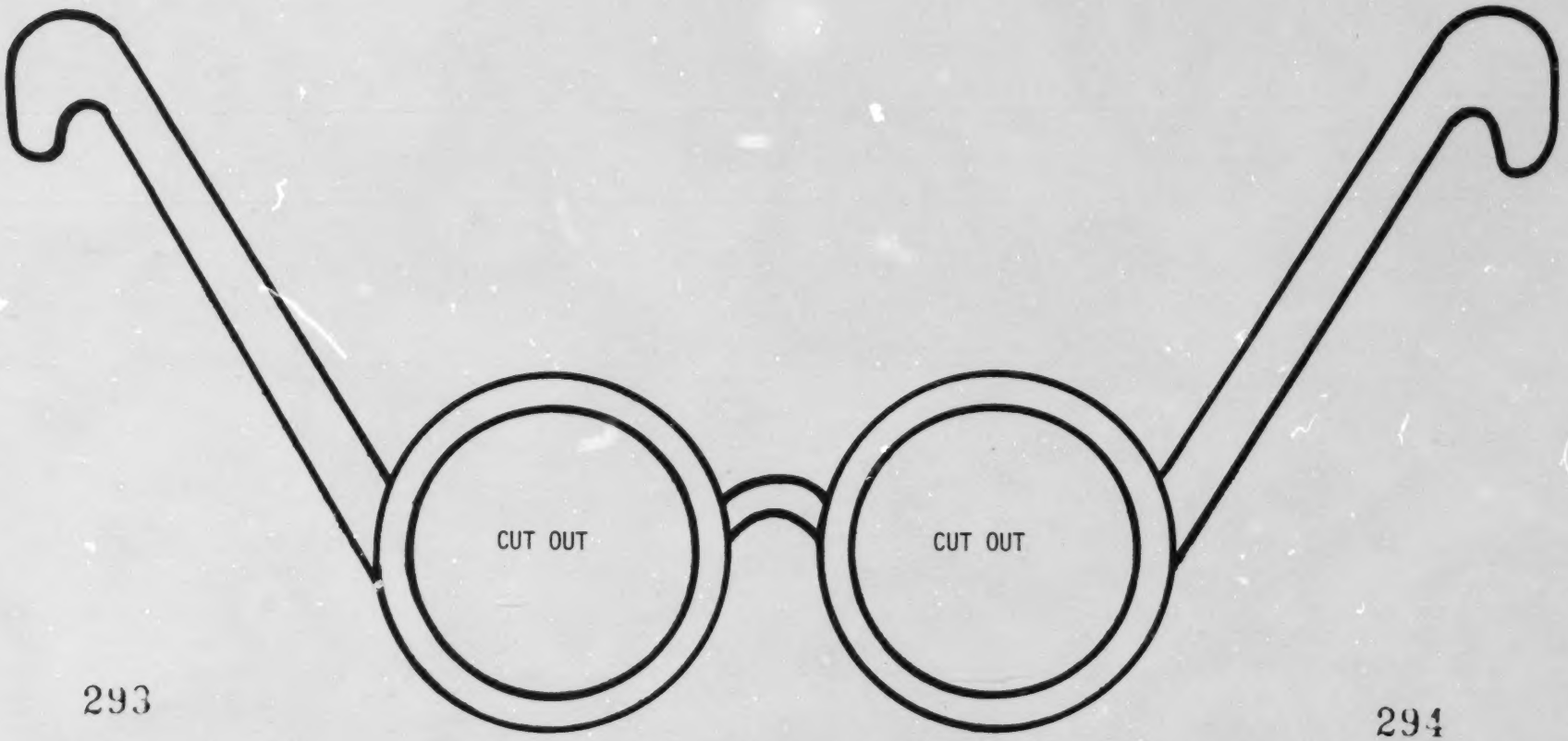
(continued)

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____



293

294

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
F. Students will be presented an illegible page from a basal reader and through discussion will discover methods that can be used to enable a partially sighted individual to read. 1. Methods a. closer to the eye b. increased lighting c. larger print 2. Equipment a. magnifiers b. glasses *See prepared worksheet p 149.*	Kit - Kids Come In Special Flavors, The Kids Come in Special Flavors Company. Raskin, E. Spectacles. Aladdin Book, Atheneum Publishers, 1968. Corn, A. Monocular Mac. National Association for Visually Handicapped 1977. Goodsell, J. Katie's Magic Glasses. Houghton Mifflin, 1965 Wolff, A. Mom, I Need Glasses. Lion, 1970	

(continued)

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

THE FLYING PATCHWORK QUILT

NAME_____

DATE_____

[illegible] mother's old keeps the stuff around the house.

[illegible]

"What is it?" asked my father. He doesn't like old stuff the way my mother does.

"It's an old patchwork quilt," Mother said. "Isn't it beautiful?"

"It's nice," my father said, "but what are you going to do with it?"

"It'll come in handy," my mother said.

That's what my mother always says when she doesn't know what to do with one of her old things. She folded the quilt and put it away in the chest.

That was the last I saw of the patchwork quilt for a long time. It lay at the bottom of the old chest, and when spring came it got covered with winter clothes.

[illegible] only five, and she's always going through a stage. Then she was going through the stage where she wanted to fly. She was always trying. She tried everything I told her it wouldn't work, but she went on trying.

Well, one day Ellen and I were outside when my mother came out. "Carl," she said to me, "I have to do it the stairs. Will you keep an eye on Ellen?"

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness of architectural barriers facing blind travelers.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify four barriers of the blind.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads class discussion about how a cane protects only the lower part of the body by clearing a path. 1. Children list barriers facing the blind in and around the home environment and in the community. *See prepared worksheets pp 151 - 153.*	MP What Do You Do When You See a Blind Person? (pu 25 min.)	Guidelines - Architectural and Environmental Concerns of Visually Impaired Persons. San Diego Service Center for the Blind 5922 El Cajon Blvd. San Diego, CA 92115

299

300

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

CAN YOU THINK OF BARRIERS FACING THE BLIND AT HOME?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

301

CAN YOU THINK OF BARRIERS FACING THE BLIND IN THE COMMUNITY?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

302

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach
ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

CAN YOU THINK OF BARRIERS FACING THE BLIND AT HOME?

1. Roller Skates
2. Steps
3. Loose Rug
4. Fire Extinguisher
5. Low Wire or Rope
6. Mobil
7. Hanging Flower Pot
8. Low Chandelier
9. Upen Cupboard Door
10. Cracks in Sidewalks

CAN YOU THINK BARRIERS FACING THE BLIND IN THE COMMUNITY?

1. Cracks in Sidewalks
2. Steps
3. Fire Extinguisher
4. Low Wire or Rope
5. Low Street Signs
6. Low Tree Branches
7. Public Telephones
8. Drinking Fountains
9. _____
10. _____

TEACHER'S COPY

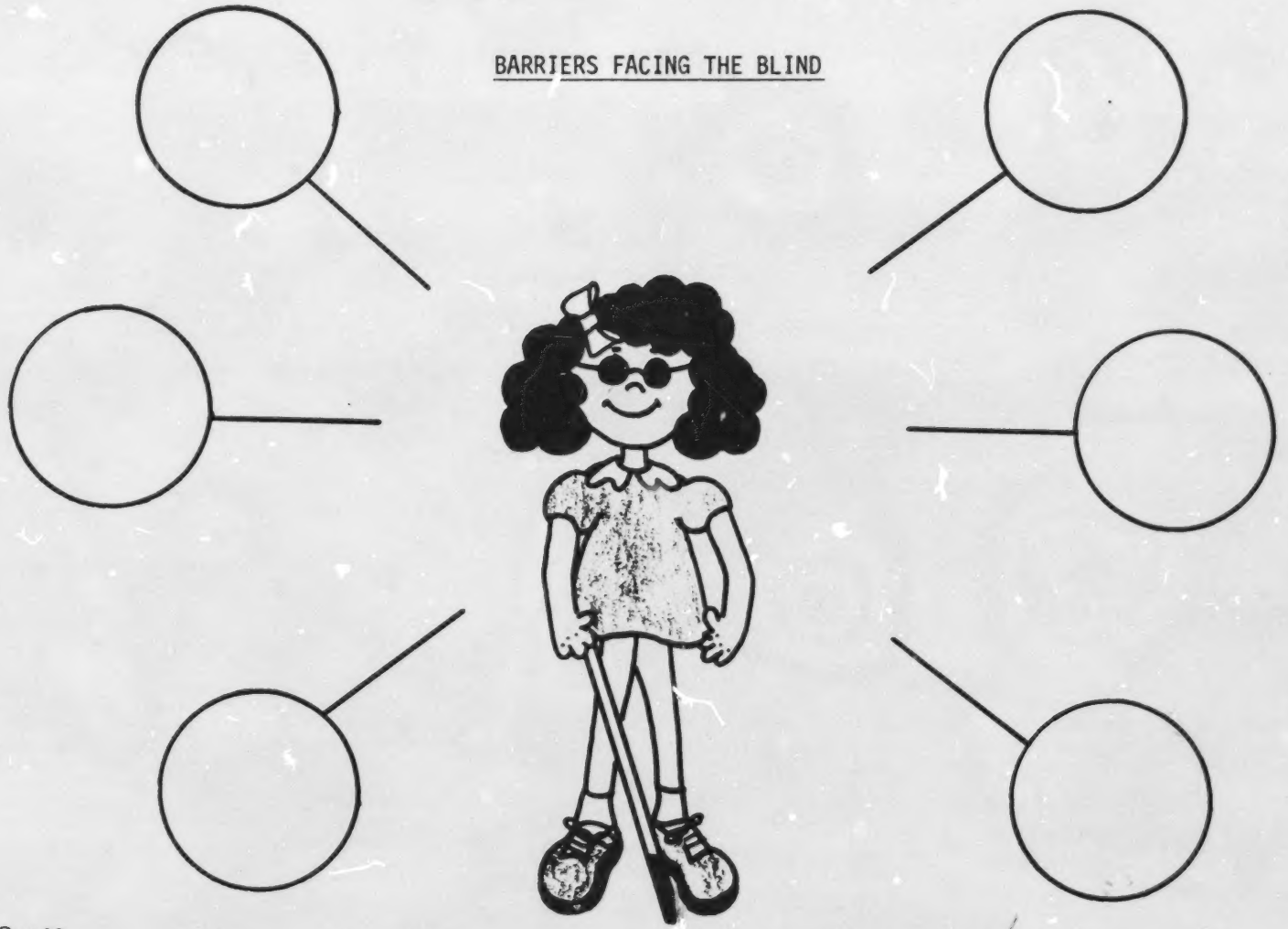
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

BARRIERS FACING THE BLIND



La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge about the equipment and materials utilized by the visually impaired for mobility.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three ways the visually impaired use equipment to aid in mobility.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
 307 A. Students will be given the opportunity to examine the equipment which aid the visually impaired in mobility. Those suggested are: 1. Canes - When you walk into a dark house, you use your hands and arms to protect yourself. A cane is an extension of an arm to sweep a clear path. 2. Guide dogs - Dogs work as part of a team. You still need to know where you are (orientation) to give a dog instructions. 3. Electronic devices - A mowat sensor vibrates as objects get closer. (continued)	Cane Blindfold MP - What Do You Do When You Meet A Blind Person? (pu 25 min.) Cohen, S., Accepting Individual Differences, Visual Impairment, Developmental Learning Materials, pp 33 - 35. Kit - "What If You Couldn't...?" Selective Educational Equipment.	How Does a Blind Person Get Around? San Diego Service Center for the Blind, 5922 El Cajon Blvd., San Diego, CA 92115 pp 9 - 10. Dog Guides for the Blind. San Diego Service Center for the Blind, 5922 El Cajon Blvd., San Diego, CA 92115

308

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. Student will be blindfolded and experience mobility with a cane, guide dog and electronic devices available. 1. Other procedures might include landmarks, trailing, squaring off, and hand and forearm techniques. C. Raised line maps are a means of visualizing areas and/or objects within an environment. 1. Make a map of school, classroom or home bedroom. a. Use white glue or playdough on cardboard. b. One dimension only. c. Windows, doors, big furniture should be included. 2. Upon completing the map, blindfold students and have them try out the map.	Kit - Kids Come In Special Flavors, The Kids Come In Special Flavors Company. Clay or Glue Cardboard Wolf, B. Connie's New Eyes, Lippincott, 1976.	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness of how a blind person can be mobile.

PERFORMANCE OBJECTIVES

Upon completion of activities students will identify four methods a visually impaired person can use for travel.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads a class discussion about ways the visually impaired get around. 1. Mobility a. Sighted guide b. Long cane c. Dog guide d. Mowat Sensor B. Teacher leads a class discussion about how a visually impaired person knows where they are. 1. Orientation a. Count doors along wall. b. Pace distance from place to place. c. Smell objects in the environment. d. Listen to sounds in the environment. e. Tactile - feel f. Sun - feel temperature on body g. Breeze - which directions do they come from.	Cane Mowat Sensor Kit - "What If You Couldn't...?" Visually Impaired Unit, Selective Educational Equipment, Inc. Kit - Kids Come In Special Flavors, The Kids Come In Special Flavors Company.	How Does a Blind Person Get Around? Service Center for the Blind, 5922 El Cajon Blvd. San Diego, CA 92115

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge about Braille.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three letters written in Braille.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Through class discussion students should try to identify code systems. Example: 1. Morse Code 2. Baseball Signals 3. CB 4. Braille B. Through class discussion students should try to identify individuals who use a code system. Example: 1. Deaf 2. Police 3. Indians 4. Truck Drivers	Cohen, Shirley, AID Accepting Individual Differences, Visually Impaired, Developmental Learning Materials, pp 18 - 21. Kit - Accepting Individual Differences, Developmental Learning Materials.	Barnes, E., What's the Difference? Human Policy Press, New York, 1978. p 77. Bookbinder, S. Mainstreaming, Meeting Street School Curriculum, Easter Seal Society Braille Transcriber 1807 Upas Street San Diego, CA 92103

(continued)

GOAL

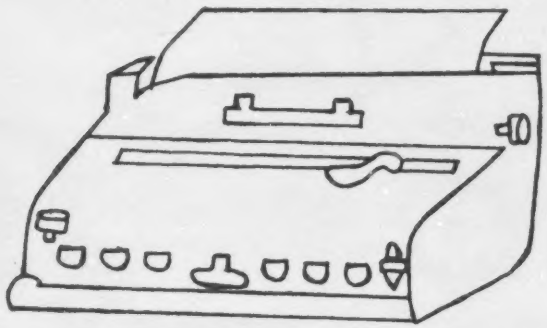
(continued)

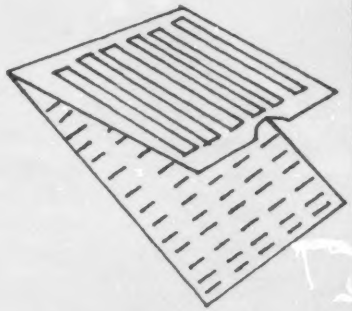
PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. continued 5. Baseball Players C. Students should be given the opportunity to examine Braille equipment and materials. Those suggested are: Braille book, Braille writer, Slate and Stylus, Braille watch and ruler. *See prepared worksheets pp 160 - 163.*	Braille Book Braille Writer Slate and Stylus Kit - Kids Come in Special Flavors, The Kids Come in Special Flavors Company.	





GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. On index cards using white glue or punched holes, write in Braille the alphabet. Pass the cards around and have the class guess which letter they have.	Index Cards White Glue Hole Punch	
E. Play the game "Concentration." A set of 26 cards containing each letter of the alphabet should be matched to 26 cards with Braille letters written on them. The cards are turned upside down, mixed up and students take turns trying to match them.	Braille Cards Project "Teach 'n' Reach" Alphabet Cards	
	Kit - "What If You Couldn't...?" Visually Impaired Unit, Selective Educational Equipment, Inc.	
	Kit - Accepting Individual Differences, Developmental Learning Materials.	

317

318

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

BRAILLE ALPHABET

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

BRAILLE ALPHABET

A	B	C	D	E	F
● ○ ○ ○ ○ ○	● ○ ● ○ ○ ○	● ● ○ ○ ○ ○	● ● ○ ● ○ ○	● ○ ○ ● ○ ○	● ● ● ○ ○ ○
G	**H**	**I**	**J**	**K**	**L**
● ● ● ● ○ ○	● ○ ● ● ○ ○	○ ● ● ○ ○ ○	○ ● ● ● ○ ○	● ○ ○ ○ ● ○	● ○ ● ○ ● ○
M	**N**	**O**	**P**	**Q**	**R**
● ● ○ ○ ● ○	● ● ○ ● ● ○	● ○ ○ ● ● ○	● ● ● ○ ● ○	● ● ● ● ● ○	● ○ ● ● ● ○
S	**T**	**U**	**V**	**W**	**X**
○ ● ● ○ ● ○	○ ● ● ● ● ○	● ○ ○ ○ ● ●	● ○ ● ○ ● ●	○ ● ● ● ○ ●	● ● ○ ○ ● ●
Y	**Z**				
● ● ○ ● ● ●	● ○ ○ ● ● ●				

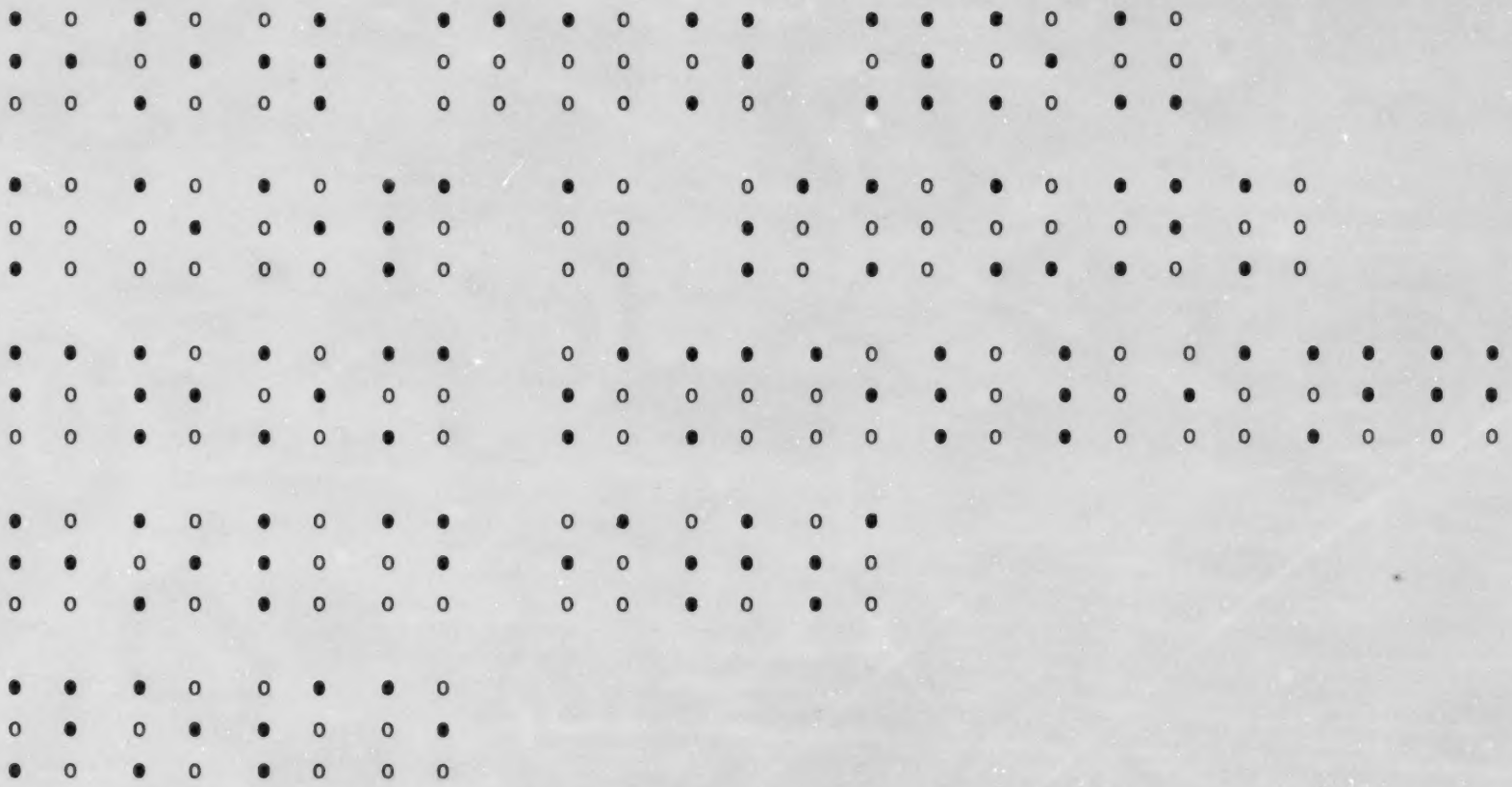
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

DATE_____

CAN YOU READ THIS?



321

322

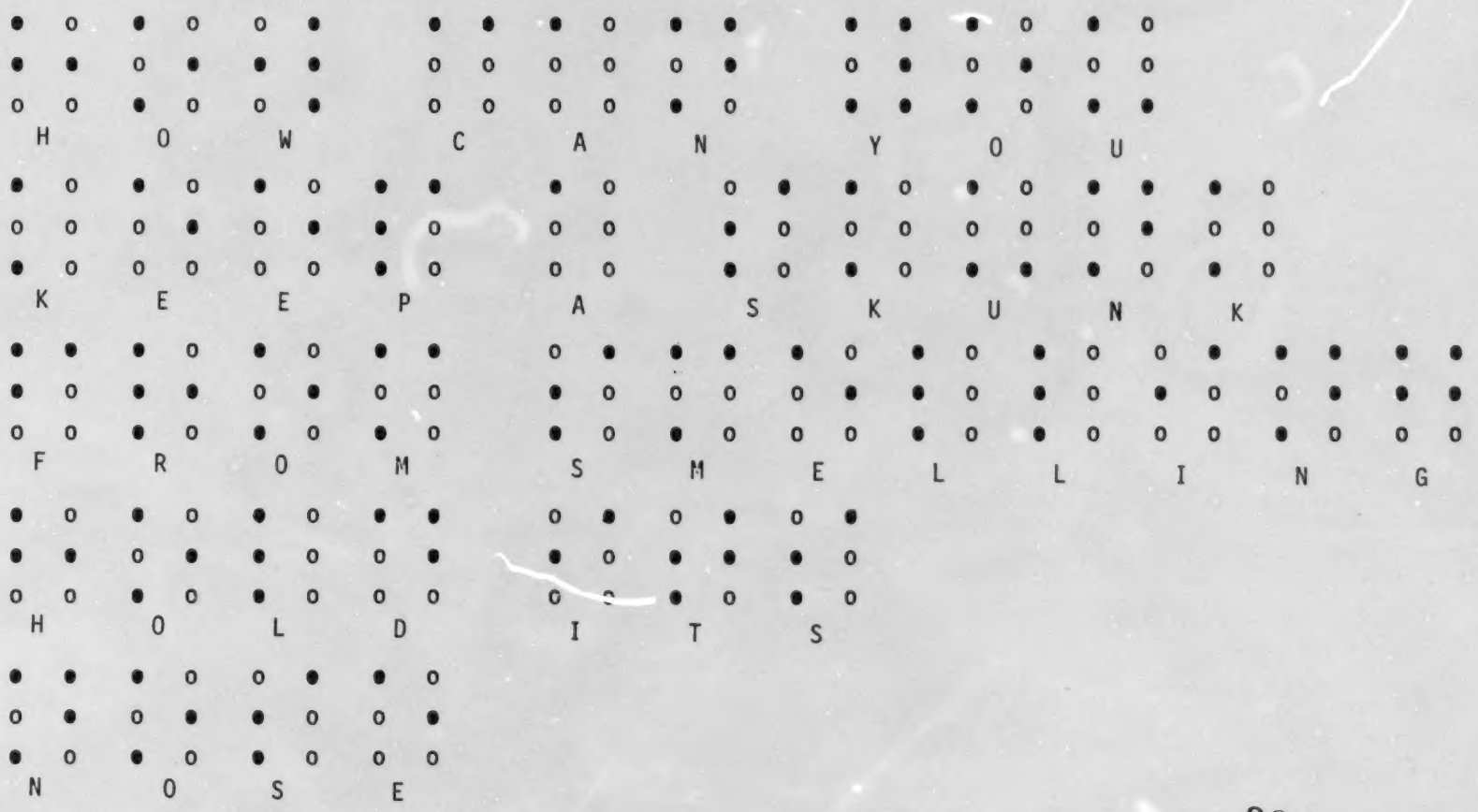
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

CAN YOU READ THIS?



La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge about adaptions for the visually impaired.

PERFORMANCE OBJECTIVES

Upon completion of activities students will identify three objects that could be adapted for the visually impaired.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher leads class discussion about objects found around the house that would be difficult for the visually impaired to use without adaptation. Examples: 1. Telephone 2. Playing Cards *See prepared worksheets pp 166 - 167.*	Cohen, Shirley, Accepting Individual Differences. Visually Impaired Developmental Learning Materials. pp 18 - 21. Micklish, R., Sugar Bee. Delacorte, 1972.	Products for People With Vision Problems, American Foundation For the Blind, 1979.
B. Small group activities can provide actual experience with objects that have or could be adapted for the visually impaired. 1. Use real or play telephones, blindfold student and have him dial by touch. 2. Blindfolded, play a card game with raised dots. 3. Blindfold a child and have him complete a math problem using a calculator or abacus. 4. While blindfolded use push-button cooking utensil	First, J. Getting Smarter. Prentice-Hall, 1974. Telephone Playing cards Calculator Push-button cooking utensils	Barnes, B., What's the Difference, Human Policy Press, 1978. p 149. San Diego Service Center for the Blind, 5922 El Cajon Blvd. San Diego, CA

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. continued and prepare a treat to eat.	Christopher, M. Stranded. Little, Brown & Co., 1974.	
5. While blindfolded student will attempt to hit or catch a beep ball.	Aud-A-Ball	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

OBJECTS FOUND AROUND SCHOOL OR HOME THAT CAN BE ADAPTED
FOR THE VISUALLY IMPAIRED.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

329

330

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME _____

DATE _____

OBJECTS FOUND AROUND SCHOOL OR HOME THAT CAN BE ADAPTED FOR THE VISUALLY IMPAIRED.

1. Telephone
2. Playing Cards
3. Typewriter
4. Baseball
5. Push Button Cooking Utensils
6. Clock
7. Calculator
8. Tape Recorder
9. Watch
10. Books

331

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the visually impaired.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three things a visually impaired person can do and three things he/she cannot do.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The following open-ended example sentences might be used for group discussion or as topics for drawings or writing a brief paragraph. 1. One thing I enjoy seeing is . . . 2. One thing I don't enjoy seeing is . . . 3. The first thing I see in the morning is . . . 4. The last thing I see at night is . . . B. Lead a discussion with regards to jobs where one has to be able to see. 1. Pilot 2. Race car driver 3. Policeman C. Lead a discussion about jobs a blind person could or could not have.		Focus on Self Development Stage One Awareness Science Research Association, Inc. pp 46 - 48.

333 (continued)

334

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. continued COULD / COULDN'T 1. Teacher / 1. Beautician 2. Lawyer / 2. Dentist 3. Musician / 3. Artist *See prepared worksheet p 170.* D. Class discussion example questions: 1. Do you know anyone who is blind? a. Stevie Wonder b. Ray Charles 2. Do you know what causes blindness? 3. What is the difference between blind and partial sightedness? 4. If you had your choice, would you prefer to be blind or deaf?	MP - People You'd Like To Know "Harold" Encyclopedia Britannica Educational Corporation (pu 20 min.)	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME_____

CREATIVE WRITING

DATE_____

Mary is a girl who can not see. She is blind. List some things Mary can do.

List some things she cannot do.

A blind person can:	A blind person cannot:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write a short paragraph about a person who cannot see.

_____

_____

_____

_____

_____

_____

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the visually impaired.

PERFORMANCE OBJECTIVES

Upon completion of activities students will demonstrate accepting attitude and increased knowledge about the visually impaired.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. A blind person might be invited to discuss the problems involved in blindness and the adjustments that must be made. Use of a cane or dog, reading Braille and mobility skills should be demonstrated. *See resource list Appendix.* B. A field trip should be organized. 1. Suggested activities for a field trip might be: a. A picnic b. Share a library book c. Have a party *See agency list Appendix.*			